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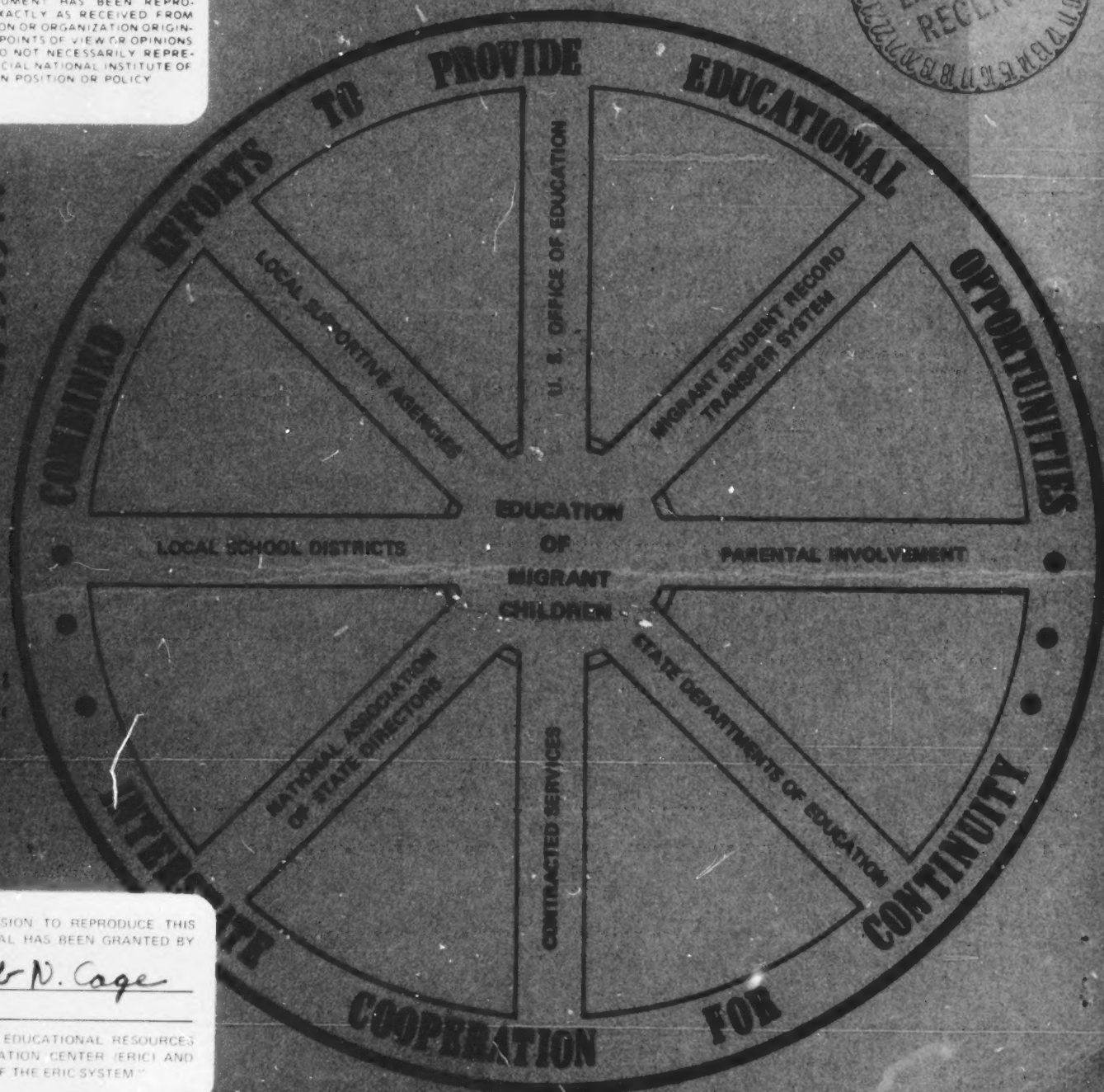
ABSTRACT

During academic year 1976-77, the State of Mississippi provided educational and/or supportive services for 4,811 migrant students ages 5-20 through 16 migrant projects. This was 938 more students than the previous year. Of these, 3,021 students received screenings for visual imparities, 538 received immunizations, and 1,242 received complete physical examinations. Migrant clerks made 3,835 home visits for attendance counseling and 1,720 visits for documentation services. In addition, 1,182 children received books to be used and kept in their homes, and 1,119 children and/or parents were transported by migrant personnel. In the area of cognitive development there was a significant overall increase for 6 of the 13 school districts; 10 had significant gains in reading for 1 1/2 or more of their grade levels tested. Affective data, which compared migrant, Title I nonmigrant, and regular students, indicated that migrant students had lesser self-concepts than either Title I or regular students at only 2 of 11 projects. Six migrant summer projects which provided educational and/or enrichment programs were also conducted. This evaluation report describes each individual program, and presents data pertaining to affective and cognitive achievements, program costs, enrollment, health care and supportive services, staff in-service training, dissemination of materials and information, staff attitudes, and the summer projects. (BQ)

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MISSISSIPPI
STATE DEPARTMENT OF EDUCATION
E. E. HOLLADAY, SUPERINTENDENT

MISSISSIPPI MIGRANT EVALUATION PROJECT

1977

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MISSISSIPPI MIGRANT EVALUATION PROJECT FOR THE
1976-77 SCHOOL YEAR

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The evaluation and analysis of data contained herein were conducted under Letter of Agreement by and between the Mississippi State Department of Education, ESEA, Title I, and the Bureau of Educational Research, University of Mississippi, University, Mississippi.

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University of Mississippi
University, Mississippi
October, 1977

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FOREWORD

Fiscal 77 saw a sizeable increase in the number of migrant students being served in Mississippi. Several school districts conducted surveys and of those, seven started new programs. This brought to sixteen (16) the number of migrant projects being conducted throughout the state.

The Mississippi State Department of Education through the Title I, ESEA Office continues to provide exemplary education, health and supportive programs for migrant children. In addition, the State Department provides through this evaluation a report documenting their support and the exemplary outcomes.

This evaluation report provides information and data analyses showing the results of this fiscal years' projects. This report was made possible through the combined effort of many persons dedicated to providing unique, educational experiences to migrant children. As well, several members of the Mississippi State Department of Education are to be commended for their efforts. We are grateful to Dr. Charles Holladay, State Superintendent of Education and Dr. A. J. Comfort, Jr., Title I Administrative Unit Coordinator.

A special word of appreciation is extended to Mr. Frank B. Drummonds, Supervisor, Special Projects and to his staff for their continued cooperation and expertise. Thanks are also extended to the State Terminal Center staff in Greenwood, as well as each Migrant and/or Title I Coordinator in the respective programs.

CHAPTER I

MISSISSIPPI MIGRANT EVALUATION PROJECT

In 1976-77 the state of Mississippi provided educational and/or supportive services for 4811 migrant students. These students were served by sixteen migrant projects. Three of these, Jones County, Benton County, and Quitman County, were new projects, begun in January of 1977. There were four cooperative projects in which two or more school districts worked together to serve migrant students. They were the Hancock-Harrison Cooperative Program, the Jackson County Cooperative Program, the Yazoo County-Holly Bluff Line Consolidated Cooperative Program, and the Scott County Cooperative Program.

Updated information on Mississippi's migrant children was supplied by all sixteen projects to the computer terminal center located in Greenwood, Mississippi. This terminal is connected to the National Migrant Student Record Transfer System in Little Rock, Arkansas, which facilitates documentation of migrant students throughout the continental United States and Puerto Rico.

Each project attempted to meet the educational and health needs unique to its particular clientele. The descriptions of each project are found in detail in the following section.

PROGRAM DESCRIPTION
BENTON COUNTY SCHOOL DISTRICT

Benton County was added to Mississippi's migrant projects this year. Begun in January, 1977, Benton County has served 42 migrant students in grades 1-12. Migrant students were located in the following schools:

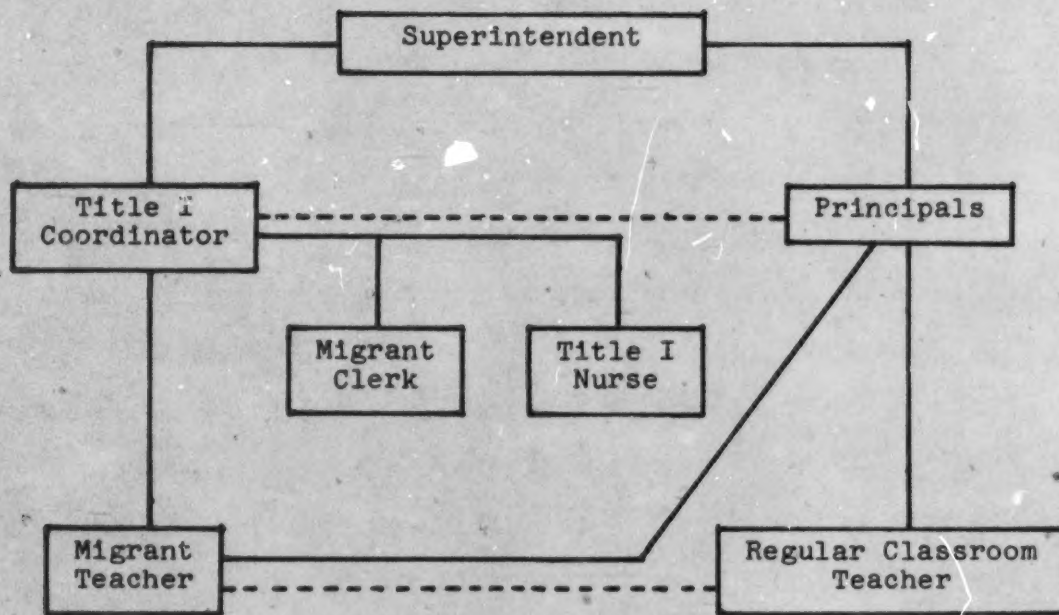
Ashland Elementary School
Old Salem Attendance Center
Ashland High School

Instruction in math and reading was provided by one migrant teacher who rotated among the three schools. Instruction was provided in other subjects if a need was demonstrated. Interested students were also given instruction in extracurricular areas such as arts and crafts. The teacher-pupil ratio was approximately 1:5.

Both Migrant and Title I funds provided attendance counseling and health care. The regular Title I nurse screened all migrant children for medical problems. Children needing medical and dental attention were referred to the local county health department. Needed items such as clothing and toothbrushes were donated to the migrant program by local residents.

The Benton County migrant program was directed by Ms Jean Bingham. The organization of personnel was as follows:

ORGANIZATIONAL CHART
BENTON COUNTY



CLARKSDALE MUNICIPAL SEPARATE SCHOOL DISTRICT

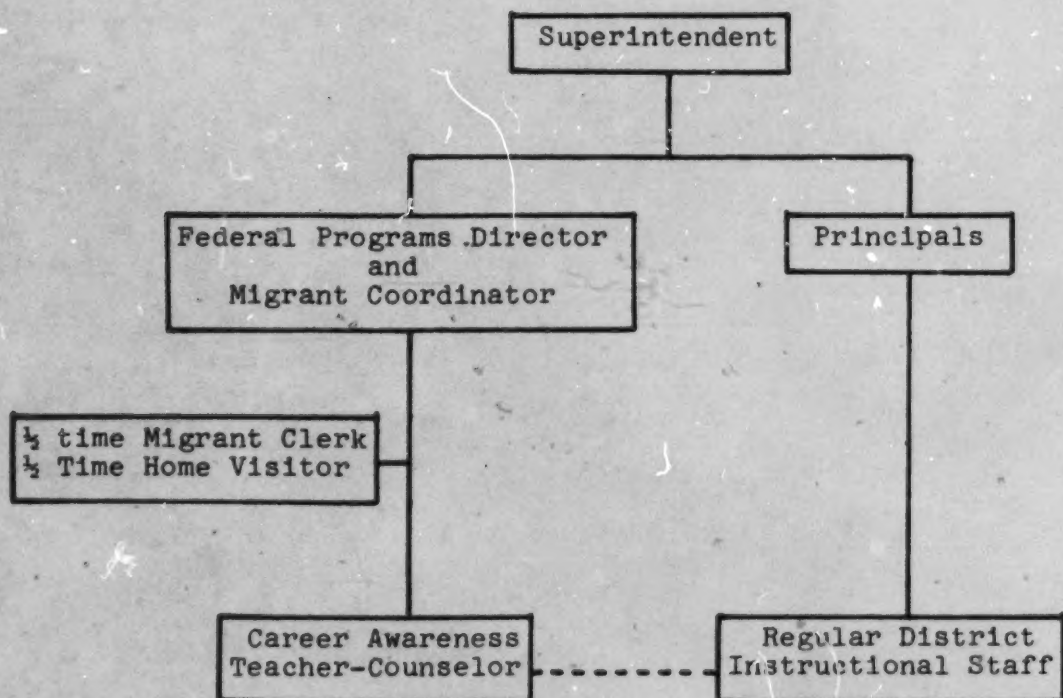
The Clarksdale Municipal Separate School district initiated a pilot program in 1976-77. The program, entitled the Migrant Career Awareness Project, was developed for grades 6-9. A teacher-counselor provided career awareness instruction on a small group basis to students in Kirkpatrick Elementary School, Oliver Elementary School, Riverton Intermediate and Clarksdale Junior High School.

In addition, health and supportive services were provided to 265 children in grades 1-12. A staff member was employed as half-time migrant clerk and half-time home visitor. As this person is a licensed practical nurse, she assisted the Title I nurses in the health services for migrant children.

Clothing and grooming kits were distributed to migrant children as a part of the attendance services.

Mr. William Metcalfe served as Migrant Coordinator as well as Federal Programs' Director. The following organizational chart shows the administrative structure of the program.

ORGANIZATIONAL CHART
CLARKSDALE MUNICIPAL SEPARATE SCHOOL DISTRICT



COAHOMA COUNTY SCHOOL DISTRICT

The Coahoma County School District provided services for 177 migrant students in grades one through twelve.

Migrant students were located in the following schools:

Dublin Elementary School

Friars Point School

Sherard School

Lyon School

Lula School

Roundaway School

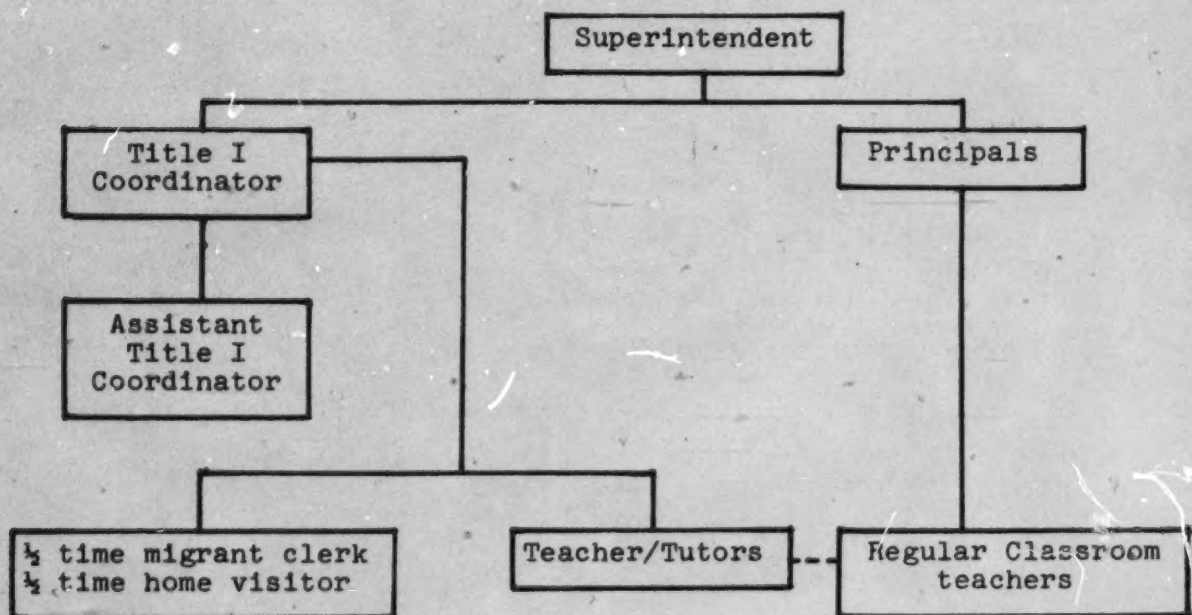
Seven teacher/tutors were employed to provide help in reading and mathematics. If migrant students needed help in other areas this was provided also. Migrant students attended special classes each day for 30 to 50 minute periods. The teacher/pupil ratio was 1:4. Three Title I speech therapists provided help to migrant students with speech problems.

Health care was provided by one Title I registered nurse and two Title I L.P.N.'s. These nurses rotated among the schools in the Coahoma County District. Nurses accepted referrals from teachers and the home visitor.

A limited clothing supply was available to migrant students who evidenced a need in this area.

One staff member served as both migrant clerk and home visitor. This person was responsible for keeping all records concerning migrant students, making home visits to check on absenteeism, and transporting migrant children when necessary.

The organizational chart for the Coahoma County program was as follows. Mr. Joe Redmond served as the Title I coordinator and project director.



GREENWOOD MUNICIPAL SEPARATE SCHOOL DISTRICT

The migrant program in Greenwood provided 270 migrant students in grades one through twelve with academic assistance and supportive services in the areas of health care, personal hygiene, and guidance counseling. Migrant students were located in the following schools:

Bankston

Davis

Greenwood High

Stone Primary

Stone Middle

Threadgill Elementary

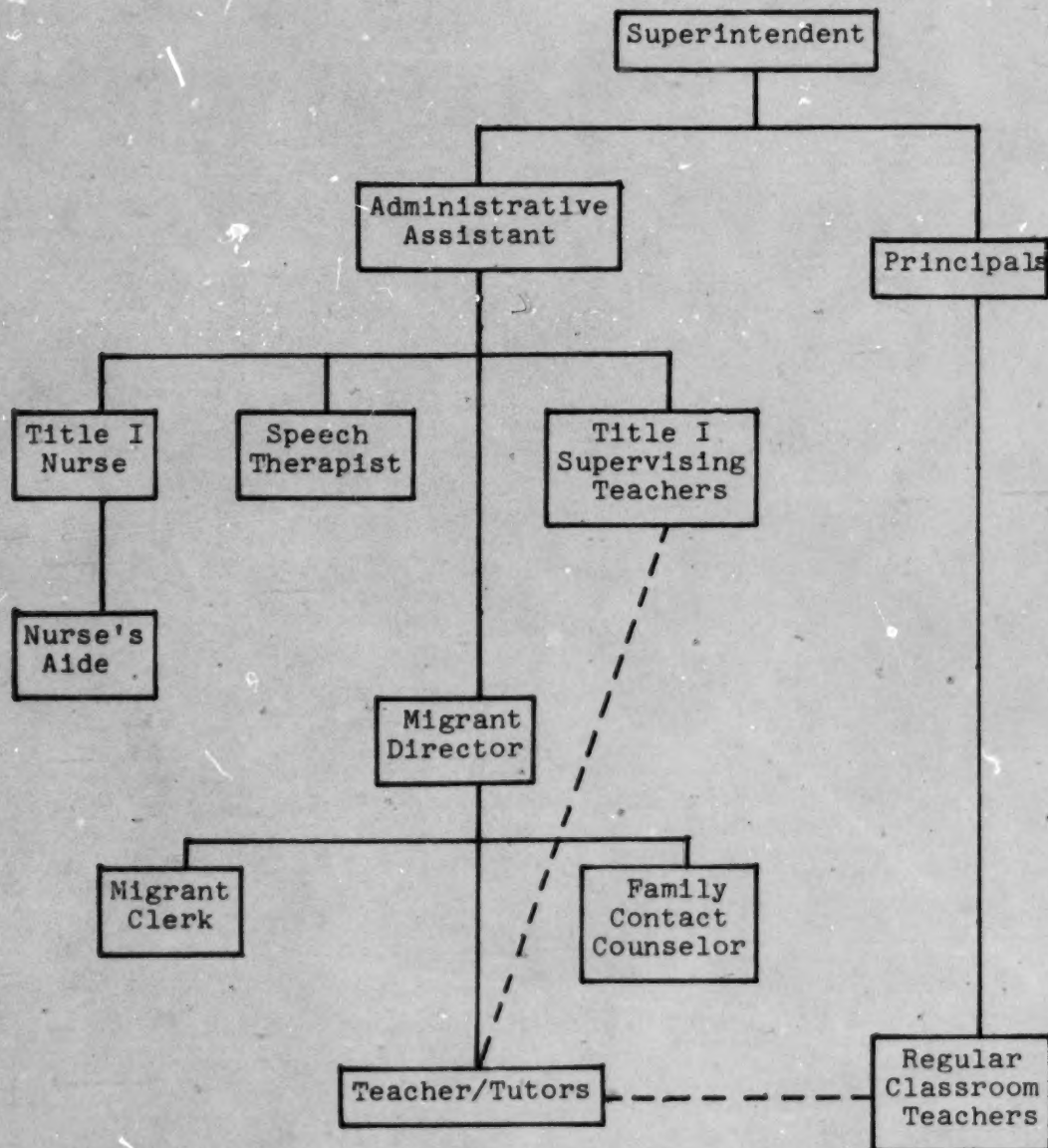
Williams

Eight teacher/tutors were employed to instruct migrant students in reading and mathematics. These teacher/tutors also provided help in other areas of difficulty. These special classes were held each day for thirty minutes to one hour. The teacher/pupil ratio was one to five.

Health screening was performed by the Title I nurse. Physician care was provided when necessary. Hearing, dental, and visual aids were also available when necessary.

A health aide provided migrant students with instruction in the areas of personal hygiene and good grooming. A speech therapist was available for migrant students with speech defects.

The organizational chart for Greenwood is as follows.
Mr. Whitley Wilson served as the project administrator.



HANCOCK-HARRISON COOPERATIVE PROGRAM

Gulfport Separate School District was the local educational unit which was the agent of record for a cooperative migrant program which included the following school districts:

Bay St. Louis Separate School District

Gulfport Separate School District

Biloxi Separate School District

Hancock County School District

Harrison County School District

Long Beach Separate School District

Pass Christian Separate School District

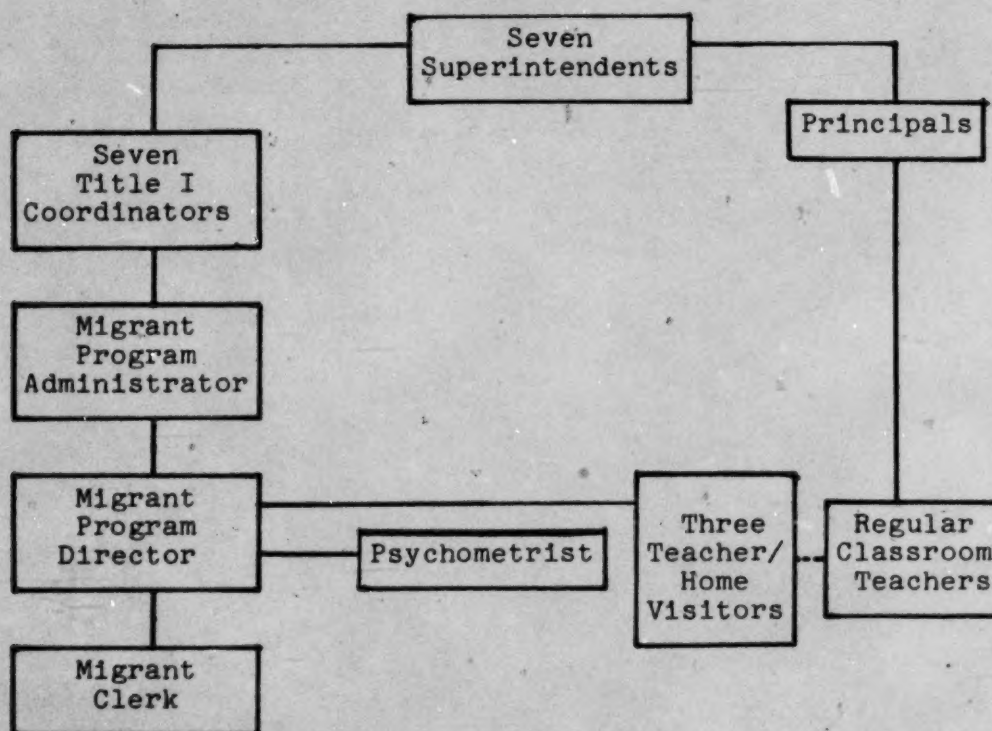
This program encompassed a geographical area which covered Harrison and Hancock counties and provided services to 468 migrant students.

Three teacher/home visitors provided tutorial assistance in the areas of math and reading in the child's home and in nine public schools. The home-based program usually lasted 30-45 minutes depending on age and school scheduling. The teacher/pupil ratio also varied from 1:1 to 1:4. A psychometrist was added to the migrant staff in 1976-77 to provide testing and individualized instruction.

Pre-school children were taught within the home setting. The teacher/pupil ratio was 1:1, and each session lasted about an hour.

Health supportive services were provided for migrant children in the program. Health referrals were made to the teacher/home visitor by either school personnel or family members. The teacher/home visitor was in charge of making arrangements with a local agency to provide the needed services. A limit of \$50.00 was set for the use of migrant funds on any one child. Any health problems which prevented a child from functioning properly became an objective of the specialist. The Migrant Director monitored the process from referral to follow-up.

Mrs. Brenda Pounds served as the Director of Migrant Education and was responsible for the implementation of the program. The staff assignments for the organizational chart are given as follows:



HOLMES COUNTY SCHOOL DISTRICT

The Holmes County Migrant Program was operated under the leadership of Mr. Walter Smith, Migrant Director. Five hundred forty-six children were served by this program. The following six schools participated in the migrant program:

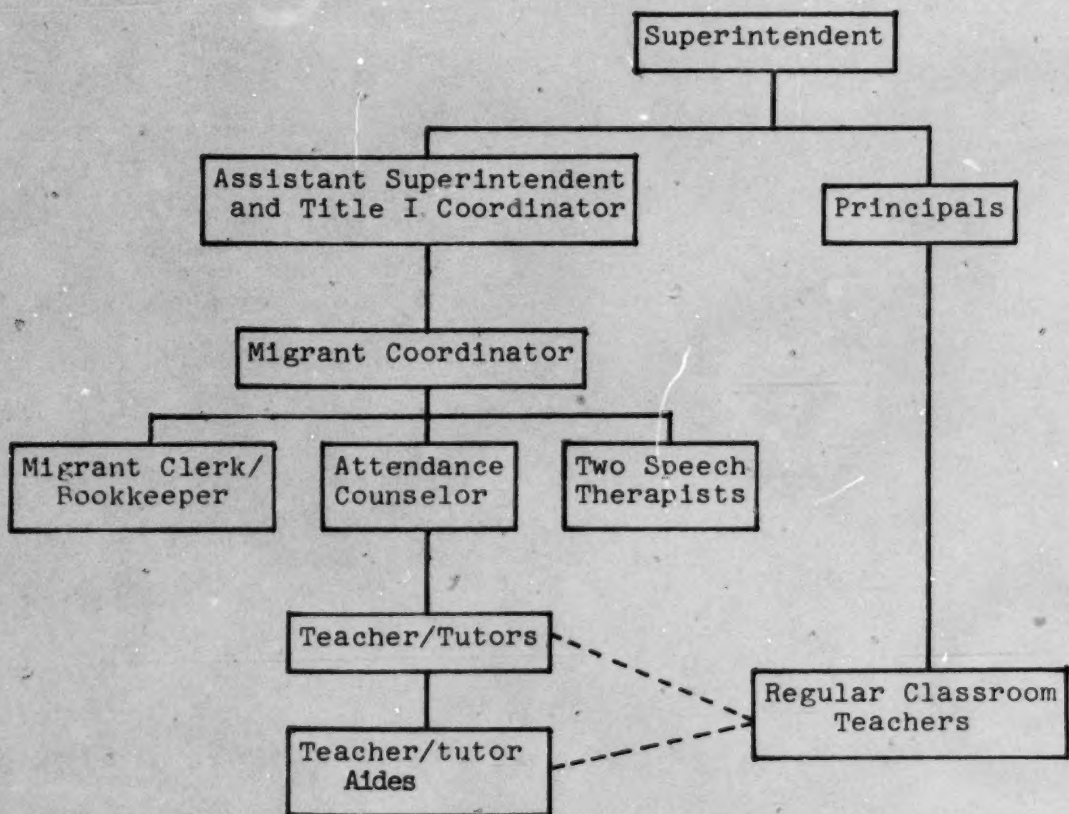
Durant Attendance Center (1-12)
Tchula Attendance Center (1-12)
Mileston Elementary School (1-8)
Goodman-Pickens Elementary School (1-8)
Lexington Attendance Center (5-12)
Lexington Elementary School (1-4)

Tutorial instruction was provided in reading and mathematics; teacher/tutors gave assistance in any academic area in which migrant children experienced problems. The children went to the migrant classroom where the teacher/tutor instructed them for 15-60 minutes per day. The teacher/pupil ratio was usually 1:5; with the number depending on daily attendance. In addition to the teacher/tutors and aides, two speech therapists were available to help children with speech impediments.

The migrant program further provided the following supportive services: 1) clothing, books, and attendance services provided by Migrant funds; 2) guidance services provided by regular school funds; and 3) nutritional

health services provided by Title "I" funds. There was no migrant nurse for the 1976-77 school year; therefore, two Title I nurses administered to the medical needs of the children in the migrant program. Health referrals were made by regular classroom teachers or family members. There appears to be a definite need for a migrant nurse.

The migrant program in Holmes County was administered as shown in the following chart:



HUMPHREYS COUNTY SCHOOL DISTRICT

The Humphreys County migrant education program is directed by Mr. Scott Gaston, assistant superintendent. The entire public school educational program for this county is centered in one school, the Humphreys County Educational Park, located in Belzoni. Three hundred forty-six migrant students were served by eleven staff members including the director and migrant clerk. Other staff members included two social workers, a nurse's aide, a kindergarten teacher, three teacher/tutors, and two aides.

The teacher/tutorial program was entitled Remedial Mathematics and Remedial Reading. Migrant students in grades five through eight received mathematics instruction one hour per day. Those in grades nine through twelve received one-half hour of mathematics instruction and one-half hour of reading instruction daily. The teacher/pupil ratio in grades five through eight was approximately one to eight; the ratio in grades nine through twelve was approximately one to five. The district provided separate classroom space for the session.

The Humphreys County kindergarten was a pre-readiness/readiness program which emphasized social growth and personal hygiene. Resources from Sesame Street materials and lessons in how to brush teeth were utilized.

Supportive services included: testing, provided by the district Title I program; attendance counseling, provided by Title I and migrant personnel; speech therapy, financed by the district minimum program funds and Title I; special education, funded by both the district minimum program funds and Title I; and, a program for severely and profoundly handicapped children. Also, computer assistance in mathematics and reading was provided through the Title I program.

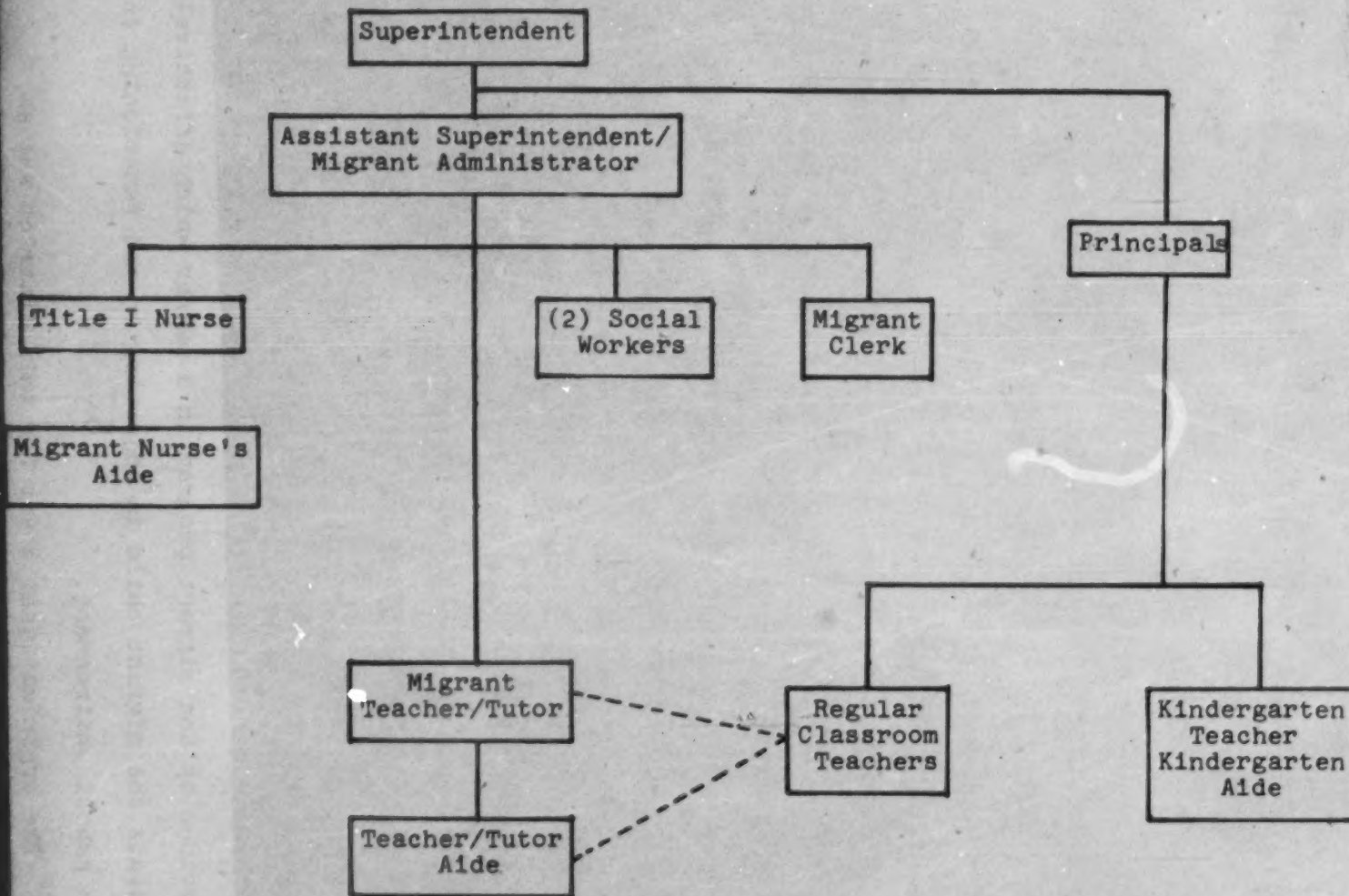
In addition to the above supportive services, the district Title I nurse and the migrant nurse's aide screened all migrant students for health needs. Those needing services are taken or referred to the appropriate agencies.

Social workers from the migrant program and Title I personnel made home visits for attendance purposes and provided assistance to the child and family by making referrals to appropriate agencies for services. These services included mental health, personal needs such as clothing and eyeglasses which may be provided by community organizations, and other services such as obtaining public library cards.

The district appeared to be utilizing the resources provided by the migrant program in a manner which effectively assists the migrant child in adjusting to and functioning in the school environment.

The organizational chart for this district was as follows:

ORGANIZATIONAL CHART -- HUMPHREYS COUNTY SCHOOL DISTRICT



JACKSON COUNTY COOPERATIVE PROGRAM

This Cooperative Migrant Program included the Jackson County School District, Moss Point Municipal Separate School District, and the Pascagoula Municipal Separate School District. They served a total of 310 migrant students. The latter district was the designated administrative and fiscal agent of the cooperative with Mr. Mike Spradlin serving as Migrant Director.

Other staff members included: a migrant program manager and home visitor for all districts; a migrant clerk and three teachers in the Pascagoula District; a migrant teacher in the Moss Point District; and a combination migrant teacher/home visitor and a migrant teacher in the Jackson County District. The students documented were primarily children of migrant fishermen.

The tutorial program consisted of three 30-minute sessions per week with teachers rotating among the individual schools. Students received assistance in reading, mathematics, and language arts. Other areas may be included based on individual student needs. Areas other than the regular classrooms were provided for the tutoring sessions in which the teacher/pupil ratio ranged from 1:1 to 1:3.

Although there is no provision for health services in the migrant program and no Title I nurse in the districts, all migrant students were screened by migrant program personnel and referred to appropriate agencies. Also, no funds were

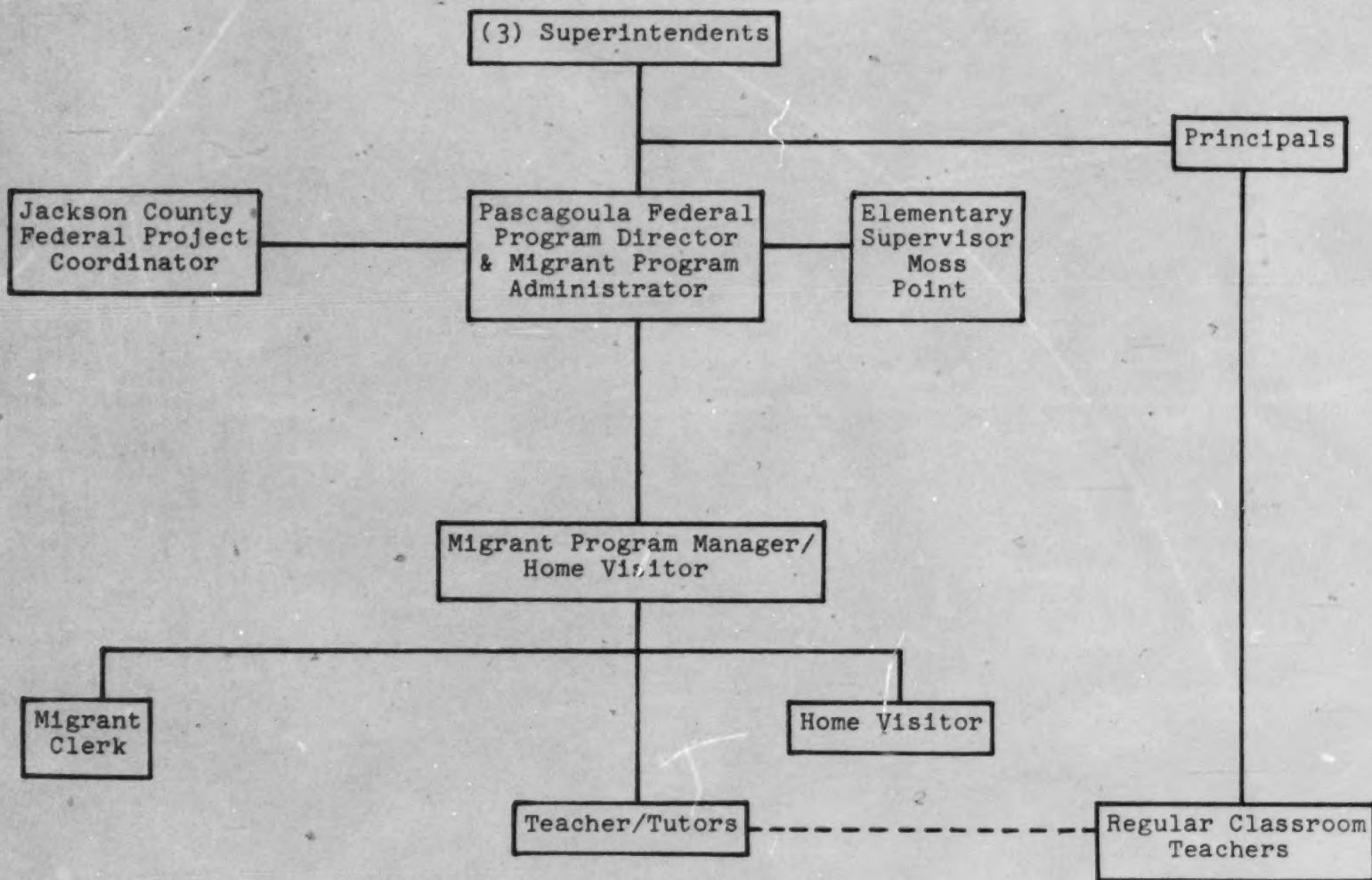
provided directly for clothing, shoes, etc., but migrant personnel worked with various civic clubs and other groups to secure needed items. Home visitors worked closely with parents to determine needs of the children and to make referrals for needed services.

Migrant students received district program guidance services with the migrant program providing testing materials. These students also received services such as speech therapy, school psychology, and special education.

The early childhood component involved 24 three-, four-, and five-year old migrant children. The program consisted of one-half day sessions in school and parents participated in those sessions. Additional packets were sent home with the children. The packets contained a variety of readiness material and activities for the parent and child to complete in the home prior to attending the next in-school session. Transportation was provided where needed.

One of the most evident strengths of the program was the close working relationship between the migrant personnel and classroom teachers. Program personnel met with teachers on a regular basis to determine individual student needs and to develop effective means of meeting those needs.

The organizational chart for the districts was as follows:



ORGANIZATIONAL CHART - JACKSON COUNTY COOPERATIVE PROGRAM

JONES COUNTY SCHOOL DISTRICT

The migrant program in Jones County began in January, 1977, and served 165 migrant students in grades 1-12.

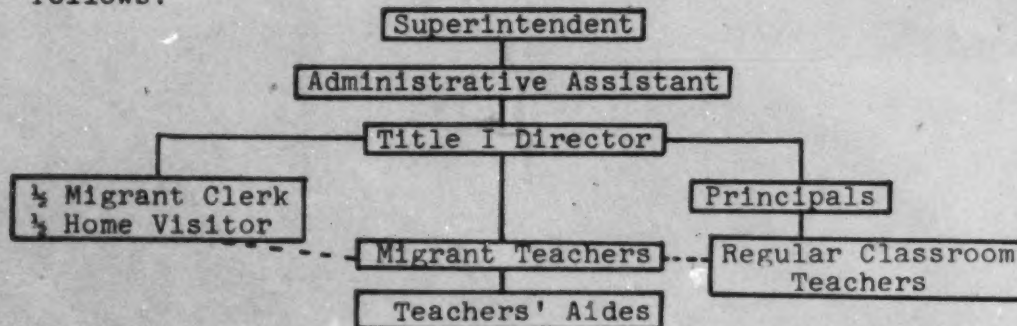
These students were located in the following schools:

Soso Elementary	Ellisville Elementary
Calhoun Elementary	West Jones High School
Sharon Elementary	South Jones High School
Shady Grove Elementary	Myrick Elementary School
North East Jones High School	

Jones County employed three teachers and two aides to instruct migrant students in reading, language arts, and mathematics. If students showed deficits in other areas, instruction was available.

Supportive services included clothing, distributed by the local welfare agency, and health care. Health care funding through the migrant program provided dental care and eyeglasses.

The Jones County migrant program was directed by Ms. Latriece Wade. The organization of personnel was as follows:



LEFLORE COUNTY SCHOOL DISTRICT

Leflore County provided the largest migrant program in the State of Mississippi. Six hundred ninety-four students were documented in grades K-12. The following schools provided services for migrant students:

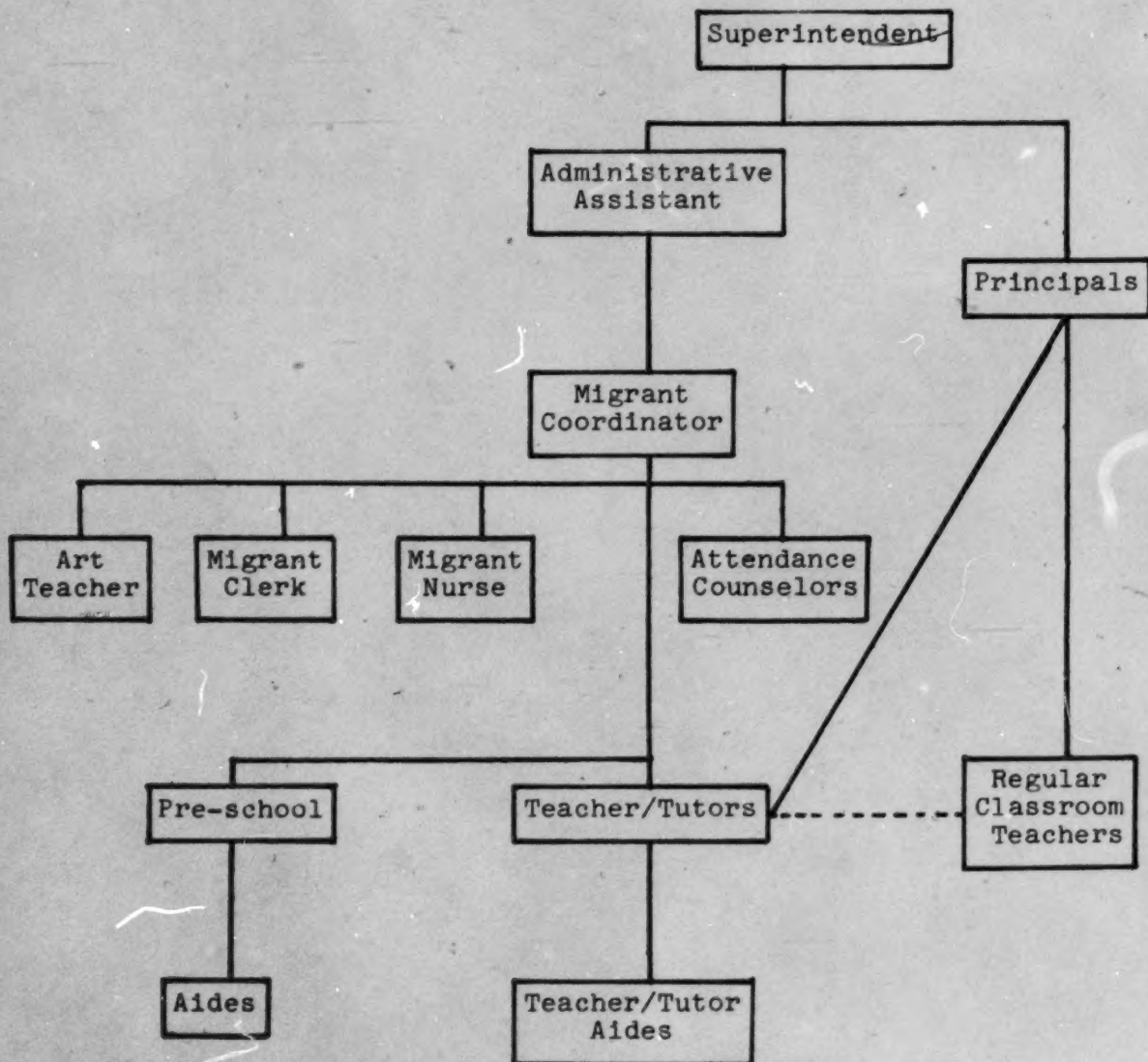
- East Elementary School
- Amanda Elzy Elementary School
- Leflore Elementary School
- Amanda Elzy High School
- Leflore High School
- R. B. Schlater School
- L. S. Rogers School
- Sam Balkin School
- Sunnyside School
- T. Y. Fleming School
- Wilkes School
- Rising Sun School

The tutorial program supplemented regular classroom instruction in reading, language arts, and mathematics. Eleven teacher/tutors held special classes for one hour each day in specially designated classrooms. The teacher/pupil ratio was approximately one to five.

One migrant nurse and a nurse's aide conducted general screening of all migrant children. Kindergarten children received complete physical examinations upon entering the program.

Three attendance counselors provide supportive services to all identified migrant children. These counselors were responsible for recruiting, documentation, individual counseling, and home visitations concerning absenteeism. A pre-school snack program and art instruction were also provided.

David Powe was the Director of the migrant program in Leflore County. The organizational chart was as follows:



QUITMAN COUNTY SCHOOL DISTRICT

Quitman County began a migrant education program in January, 1977. Two hundred sixty-six students were served this year. Migrant students were located in the following schools:

Sledge School

Southside School

Falcon School

Lambert School

Marks School

Crowder School

Westside

Quitman County High School

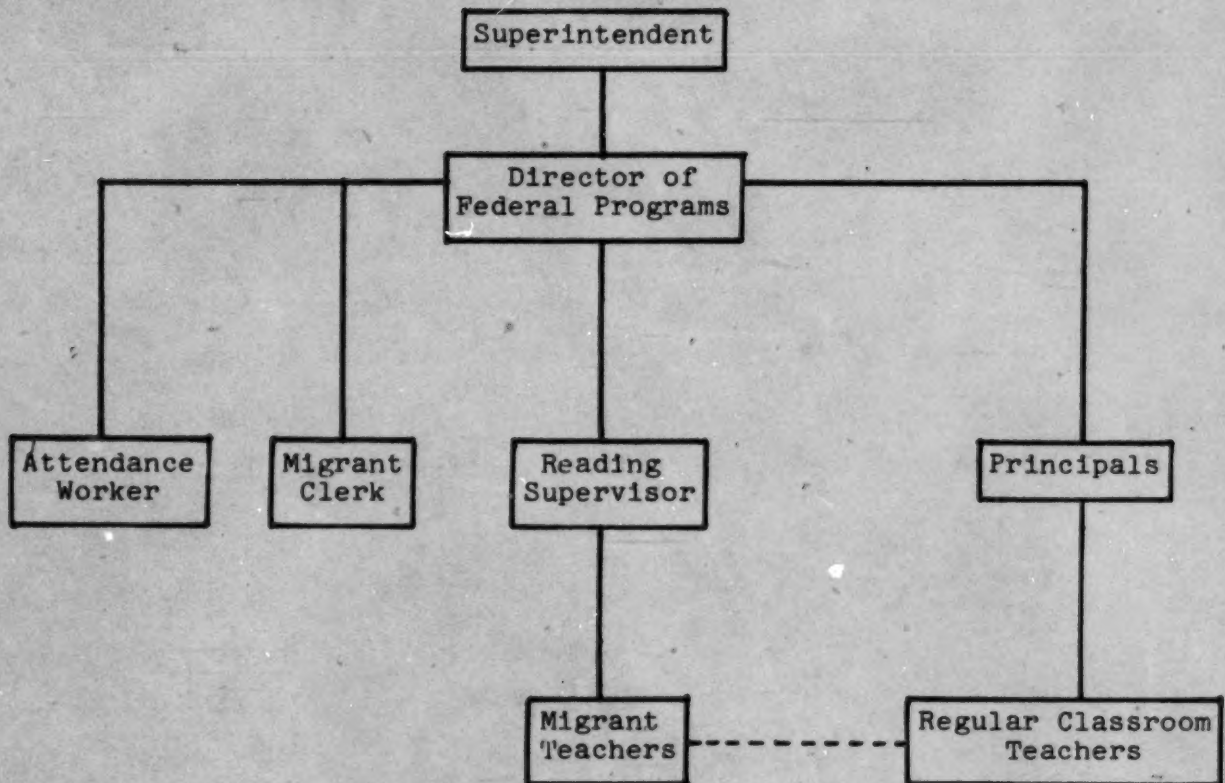
Migrant students in grades 1-12 received instruction in reading, provided by two reading teachers who rotated for migrant instruction in each school. The teacher-pupil ratio was approximately 1:41.5. Quitman County had a pre-school program serving 12 children in an all day program. One teacher was in charge of all pre-school students.

Migrant funds provided supportive services which included attendance counseling, books, and clothing. Title I funds provided counseling and health care. Health screenings were administered by the regular Title I nurse.

Mr. Paul Scarborough directed the Quitman County migrant project. The organization of personnel is shown on the following chart:

ORGANIZATIONAL CHART

QUITMAN COUNTY



SCOTT COUNTY COOPERATIVE PROGRAM

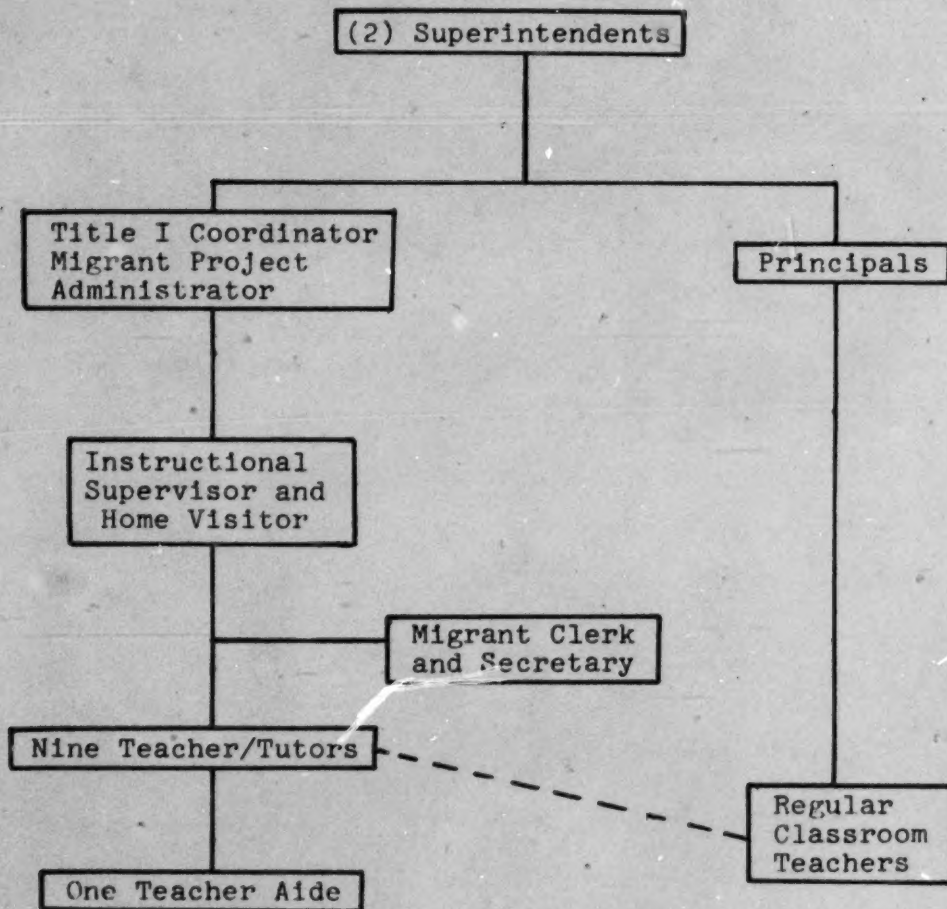
The migrant educational program in Scott County was extended to include Forest Separate School District this year, being conducted under the auspices of Scott County Cooperative program. Nine teacher/tutors provided the reading and mathematics to 583 students in grades one through nine. One of the teacher/tutors taught in the Forest Separate program, the other eight in the Scott County schools. The schools in Scott County where migrant students attended were Lake Attendance Center (1-9), Scott Central (1-9), Sebastapol (1-8), North Scott (1-9), and Morton Attendance Center (1-9). The latter school also had the services of a teacher aide.

The migrant children were taken from regular classes and/or study halls and attended 45-minute sessions with their teacher/tutor. Each teacher/tutor had his/her own classroom. The teacher/pupil ratio ranged from 1:3 to a maximum of 1:14. When the need arose, attention was given to language arts and writing skills in addition to reading and mathematics by the teacher/tutors.

This program also provided supportive services by distributing clothing and shoes and supplying extra books for classroom purposes. Thirty-one children received the services of a Title I speech therapist.

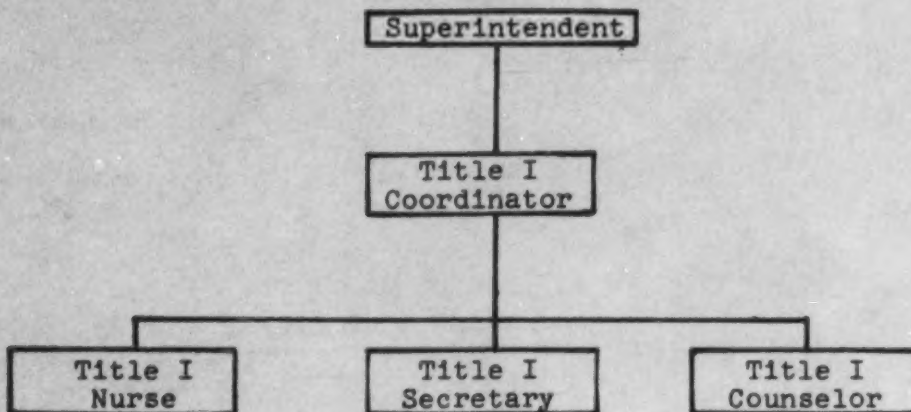
No health services were provided other than incidental screenings by teachers and staff. When problems were detected, the children were taken to a local doctor.

Mr. Bob Tom Johnson served as the project administrator. The migrant program was administered and staffed as shown in the following chart:



SHARKEY-ISSAQUENA LINE CONSOLIDATED SCHOOL DISTRICT

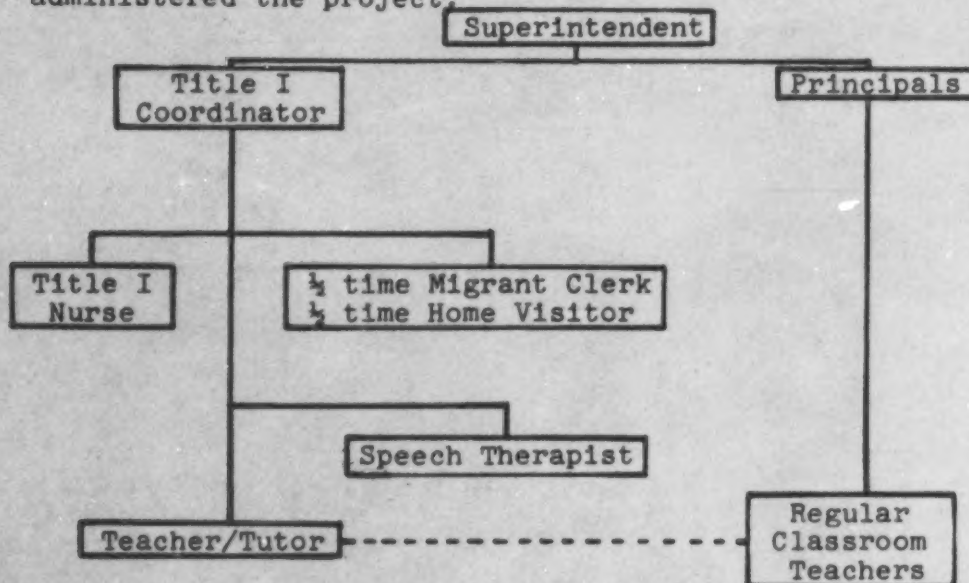
Due to the absence of a migrant teacher/tutor in this district, only supportive services were provided for 190 migrant students. Migrant students were located in Rolling Fork Elementary School and Rolling Fork High School. The regular Title I nurse screened children for health problems and transported children when necessary. The Title I secretary and Title I counselor were responsible for all documentation and records concerning migrant students. The organizational chart for this district was as follows. Mr. Ryan Grayson was the project director.



WESTERN LINE CONSOLIDATED SCHOOL DISTRICT

The migrant educational program in the W.L.C.S.D. employed one teacher/tutor to provide help in math and reading for the 146 migrant students in the district. Migrant students were located in Riverside School (1-12), Glen Allan School (1-12), O'Bannon School (1-12), and the C. L. Morris Special Education Center in Avon, Mississippi. The migrant teacher/tutor held eight classes a day in a trailer located at O'Bannon School. Migrant students in grades 1-3 received tutorial services for 30 minutes each day. The student-teacher ratio was one to eight.

The regular Title I nurse screened the migrant children for general health problems. One person served as migrant clerk and home visitor. A speech therapist was available for migrant students with speech problems. The organizational structure of the program was as follows. Mr. Wayne Tullos administered the project.



YAZOO CITY MUNICIPAL SEPARATE SCHOOL DISTRICT

The Yazoo City Municipal Separate School District operated the migrant education program for 299 students under the leadership of Mr. George Young, Migrant Director. The following schools participated in the migrant program:

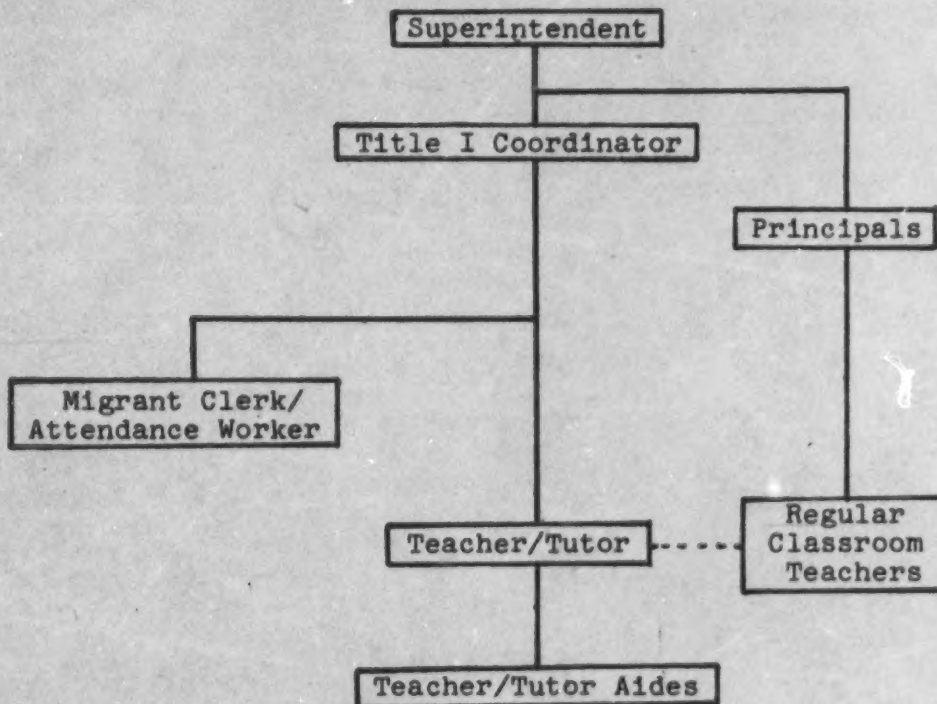
Annie Ellis Elementary School (1-12)
Main Street Elementary School (2-3)
Betty Woolfolk Elementary School (4-5)
Webster Street Elementary School (6)
Yazoo City Junior High School (7-9)

The Yazoo City migrant staff, in their second year of operation, offered tutorial instruction in reading. One tutorial reading teacher and two tutorial reading aides provided instruction at the elementary and junior high level. The teacher/pupil ratio was never more than 1 to 7. Instruction usually lasted 30 minutes. A special classroom was utilized at Yazoo City Junior High School; the tutorial reading aides went into the regular classroom for a period of 30 minutes at the four elementary schools. Even though reading was their primary goal, the teacher/tutors provided instruction in other areas upon request from the migrant students.

Health services for migrant students were provided on a limited basis with the Title I nurse conducting the program. Referrals were made to the nurse from school principals and regular classroom teachers; the Title I

nurse would then refer these children to available agencies for medical help.

The following organizational chart depicts the administrative structure for this program:



Other supportive services included the following: clothing and shoes, migrant funds; attendance counseling, migrant funds; and guidance services, minimum foundation program.

YAZOO COUNTY/HOLLY BLUFF LINE CONSOLIDATED
COOPERATIVE PROGRAM

Twelve staff members served 329 migrant students in seven schools in grades one through twelve. Tutorial, health, social, and attendance services were provided by the migrant program. The following schools participated in the migrant program:

Holly Bluff (1-12)

Gibbs (1-8)

Linwood (1-8)

Satartia (1-8)

Cedar Falls (1-8)

Benton (9-12)

Bentonia (9-12)

The tutorial program was designed to provide services in reading and mathematics, but students received assistance in science, social studies, and language arts as well. Five teacher/tutors, three full-time aides, and one half-time aide worked with students individually or in groups ranging from two to four. Tutoring sessions were scheduled daily and were twenty to thirty minutes in duration. In most instances, students left their regular classrooms and met with the teacher/tutors and aides in classrooms specially provided for the sessions. In the Cedar Falls and Linwood schools, the Teacher/tutors and aides went to the regular classrooms to conduct the tutoring sessions.

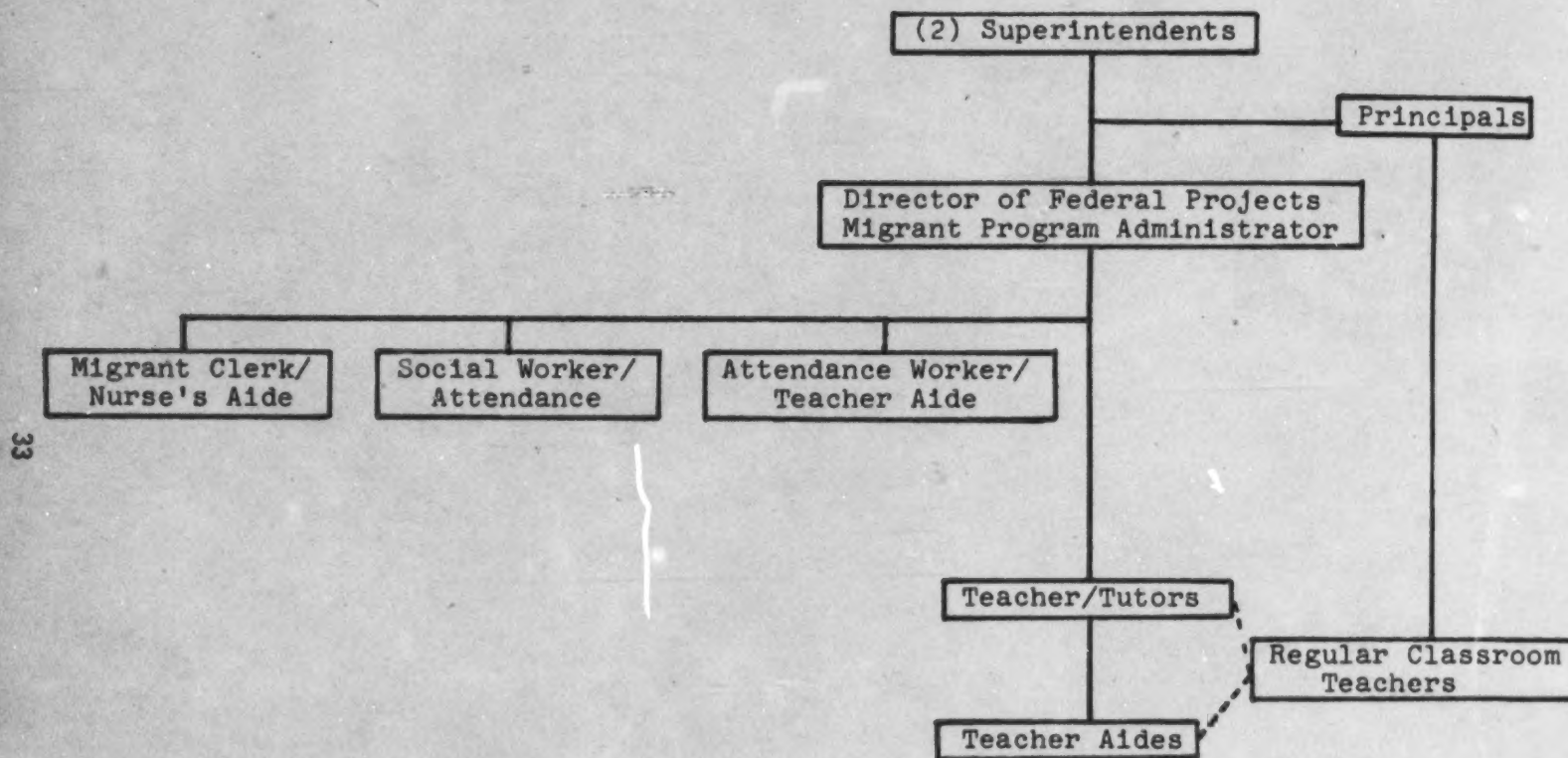
Testing and counseling of migrant students were directed by Title I and regular district program personnel. Migrant funds were used for testing materials and supplies.

All migrant children were screened for health needs by a Title I nurse and an aide provided by the migrant program. Referrals were made to agencies such as the Public Health Department, clinics, and civic organizations (which provide eyeglasses) and to physicians, dentists, and other medical personnel. Some migrant funds were available for health needs when no other sources could be found.

The home visitors of the migrant program had the title of social worker. One of the social workers served full-time in this capacity while the other social worker made home visits on a half-time basis and served as a teacher's aide half-time. The social workers visited students' homes when they were reported absent by the school principals. These staff members also determined needs for clothing, other personal items and other needs which could be referred to various social agencies.

Mr. H. A. Scott, Director of Federal Programs in Yazoo County School District, served as coordinator of the migrant program.

The organizational chart for this district was as follows:



ORGANIZATIONAL CHART - YAZOO COUNTY/HOLLY BLUFF LINE CONSOLIDATED COOPERATIVE PROGRAM

Enrollments by School, Grade, Sex, and Type

Tables I through XVI show enrollments for the 1976-77 school year by school, grade, sex, and type. The figures reflect a total headcount for the school year. Students who withdrew before the end of school were still documented with the Migrant Student Record Transfer System.

The symbol NE denotes non-enrolled.

Table I

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Benton County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Ashland Elementary	1						2
	1	2					
	1					1	
	2						3
	2		1				
Old Salem	4				1		
	4					1	
	4	1					
	4		1				
	5		2				
	5			2			
	5				1		
	5					1	
	6			1			
	6						3
	6					1	
	6		1				
	7			1			
	7						2
	7		3				
	7	2					
	8						1
	Sp.Ed.		1				
Ashland High							
	9						3
	9					1	
	10					1	
	10	1					
	12		1				
Totals by Type		6	10	4	2	6	14
Total							42

Table II

Total Number of Migrant Children Enrolled
During 1976-1977 by School, Grade, Sex and Type in the
Clarksdale Municipal Separate School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Booker T. Washington Elementary	3		1	3	2	3	2
	4			4	2		4
	Sp.Ed.			2		3	2
Clarksdale High School	10		1	1		8	7
	11					1	5
	12					1	1
	Sp.Ed.					2	0
Clarksdale Jr. High	8			1	2	15	11
	9			4	2	13	11
George Oliver Elementary	1			1	1		
	2			1	2		
	4				2	3	4
	5			2	1	2	2
	6			1	1	7	7
Heidelberg Elementary							
	3					2	
	4					5	3
Kirkpatrick Elementary	5					3	
	6						4
Myrtle Hall Elementary	1				2	1	
	2			2	1		1
Oakhurst Elementary	5	1		3		8	4
	6			1	2	3	3
Riverton Elementary							
	1			1			1
	2					1	1
	Sp.Ed.						3
Riverton Interme- diate	TMR		1				
	7		1	2	3	16	12
N.E. Preschool				2	3	16	12
N.E. School age				5	4	4	2
Totals by Type		1	4	36	32	102	90
Total							265

Table III

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Coahoma County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Coahoma County High School	9		2*			3	
	10					2	3
	11						1
Aggie High School	9			1		2	1
	10					3	1
	11					1	
Dublin Elementary							
	1			1		2	
	2					2	
	3					3	3
	4					2	2
	5	1				1	2
	6				1	1	1
	7				1	1	1
Friars Point Elementary	8					1	
	2						1
	3					1	1
	4				1		1
	5					1	1
	6						3
	7					1	1
Hull Elementary	8						2
	3					1	
Jonestown Attendance Center	4					1	
	1						1
Jonestown Elementary	2		1			1	
	3					3	
	4						1
	5					1	
	6					2	
	7					1	
	8					1	

*Type 4 students

Table III

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Lula Elementary							
	1				1		
	3					2	1
	4					1	2
	5					1	
	6				1		
	7						1
	8					1	
Lyon Elementary							
	1		2				
	2		1	1			
	3	1	1		1	1	1
	4				1		
	5						1
	7						1
	8	1	2		1	1	1
Roundaway Elementary							
	3					1	
	4		2				
	5		1				1
	6					2	
	7	1				1	1
	8	1				4	
	Sp.Ed.					1	1
Sherard Elementary							
	1						1
	2		1				1
	3	1*					1
	4		1				3
	5	5*	1*				
	6		1			4	
	7					3	4
	8		1			4	1
N.E. School age						5	2
N.E. Pre-school						9	8
Totals by Type		11	17	3	8	85	59
Total							177

*Type 4 students

Table IV

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Greenwood Municipal Separate School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Bankston							
	2			2			2
	3			2	1		
	4			2	1		1
	5				1		
	6			3	2		
	7			1			2
	8				4		
Davis							
	1			2	3	1	2
	2			1	1	3	2
	3			2	4	2	
	4			2		1	1
	5			2	3	4	1
	6			2	2	1	2
	7			3	1	3	2
	8			1	3	2	1
	Sp.Ed.				1		1
Greenwood High School							
	9			3	3	8	7
	10	2		3	5	3	7
	11	2		2		6	4
	12				4	3	
	Sp.Ed.	1				2	
Stone Primary							
	1			2	2	1	
	2			3	3	1	1
	3			2	2	2	
	4			1	1		1
Stone Middle							
	5			3		1	
	6					1	3
	7			2	2	1	1
	8			3	1	2	2

Table IV

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Threadgill							
	2				2	1	
	3			1		1	
	4				1	1	2
	5				2	1	
	6				1	2	3
	7					1	
	8			1	1		2
	Sp.Ed.			7	5	9	9
Williams							
	1			1	1		
	2				1		1
	3			3		1	1
	4			2		1	
	5					3	1
	6				1	1	1
	8			1		2	
Totals by Type		5	0	65	65	72	63
Total							270

Table V

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Hancock-Harrison Cooperative School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
North Central	NE					3	
West Junior High	8						1
East Junior High				1			
Northeast Elementary	3				1		
Jeff Davis	1					1	
	4					1	1
Long Beach Junior High	7						2
	8						1
	9						1
	NE					1	
	Sp.Ed.						1
Long Beach High School	10						1
	NE						1
W. J. Quarles	7						1
d'Iberville Elementary	NE	1	1			1	1
d'Iberville Middle	5					1	2
	6	1				1	1
	8				1		
d'Iberville High	9	1		1		1	1
	10	1					1
	11			1	1	1	
	12		1				2
Harrison Central High	9					1	1
	11					1	
	12					1	

Table V

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Harrison County Center-Except. Children	Sp.Ed.	1	1		1		
Saucier	5						1
	7						1
	8						1
Totals by Type		5	3	4	4	14	21

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
Bay Junior High	7	2		2	1		
	8	2	3				
	9	1		3			
	NE	1		1			
Bay Senior High	10	2		2			
	12			2			3
North Bay Elementary	1					3	
	2			3	2		
	3					2	
	4			1			2
	5				2		
	6			2			
	NE	1	1	1	1	2	2
Waveland Elementary	1				1		
	2				1		
	4			1			
	NE		2	1			
Hancock North Central	5			1			
	6				1		
	7					1	1
	8			2			
	9	1	2	1	1		1
	10		2			1	
	11			1	1	1	1
	12	1					1
	NE	2					1

Table V

(cont.)

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
Gulfview	1	3	5	1		2	2
	2					4	
	3		2	2	1	1	1
	4		2	2	1	1	1
	5	1	1		1	5	3
	6	2		1			
	7	1	3	3	1	2	2
	8		2	5	3	1	1
	9	3					
	NE	6		3		5	5
Beauvoir Elementary	5				1		
Biloxi High School	10					2	2
	NE				1		
Central Elementary	1						1
	3	1					1
	4				1		
	5			1		2	
	6			1	1		
	Sp.Ed.	1				1	
	NE			1	1	1	
Fernwood Junior High	8					1	
Howard II Elementary	1			2	1	3	1
	2		1	5	1	1	2
	3			3	1	5	3
	4			1	1	4	
	5			2	2	3	3
	6				2	1	1
	NE		1	5	5	7	5
Nichols Junior High	7	1		1		2	2
	8					2	1
	9					1	1
	NE						1
Gorenflo	1			1			
	4				1		
	NE			1	1		

Table V

(cont.)

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
Bayou View							
	NE					1	
Gulfport High School							
	10	1					
	11				1		
	NE	1	1		1		
Continuing Learning Center	Dropout			3			
North Central Elementary							
	6		1				
	NE		1				
West Junior High							
	7		1				
	8	1					1
	9	1					
	NE	1		1			
Northeast Elementary							
	1		1				
	NE	2	2				
West Ward Elementary							
	4	1					
	6		1				
28th Street Elementary							
	1					1	
	NE			2			
Gaston Point Elementary							
	1				1		
	NE			2			
Delisle Elementary							
	3			2			
	NE				1		
Pass Christian Elementary							
	1		1				1
	2		1				
	3	2					1
	4	1					
	NE	2	1				1
Pass Christian Middle							
	5	2	3				
	6		3				
	8		1		1	1	1

Table V

(cont.)

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
Pass Christian High School	9	1	4				
	10	1					
	11						1
	12					1	2
	NE	1			1	1	1
Jeff Davis Elementary	1				1		
	3						1
	5						2
	6		1				
	NE		4				
Long Beach Junior High	7	1					1
	9					1	
	NE	2					
Long Beach Senior High	11					1	
	12						2
W. J. Quarles Elementary	2				1		
	5				1		
	NE			1	2	2	
d'Iberville Elementary	1			1			
	2				1		
	3				1		
	NE			2	1		
d'Iberville Middle	4			1			
	5		1	1			
	6					3	2
	7	1			1		
	8	1			2		
	9	1	1				
Harrison Central High	9	2	2				
	10	1					1
	NE	1				1	1
North Gulfport Elementary	2		1				
North Gulfport Middle	5	1					

Table V

(cont.)

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
Lizana							
	NE				2		
Pineville							
	3		1				1
	5					1	
	6	1					
	7						1
	8						1
	NE	1				4	
Totals by							
Type		66	60	79	57	85	70
Total							468

Table VI

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Holmes County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Lexington Elementary School	1	3	2		3	3	5
	2	2	1		1	4	
	3	1	2			2	1
	4	3	3			1	2
Lexington Attendance Center	5					3	8
	6		5		1	3	
	7	1	2		2	2	6
	8	1	1			1	4
	9		6			4	1
	10	1	3			6	4
	11	1	1			3	1
	12		2			1	1
Mileston Elementary School	1		3	1			2
	2		2	1		2	3
	3	2	1			1	3
	4	2	2	1	3	1	2
	5	3	1		1	3	
	6	1	4	1		3	3
	7	1	1	3		3	4
	8	4	10		1	3	3
Durant Attendance Center	1	1	2				
	2	2	1			1	1
	3	5	1	1	1		1
	4	1			1	1	1
	5	4	1	1	2	3	1
	6		2			2	
	7	1	2	1		1	1
	8	2	1		1	2	
	9	5	2	3	2	3	1
	10	1	2	1	2	3	2
	11	3	2		1		1
	12		3	1	2	3	2
	Sp. Ed.					4	1
Goodman- Pickens Elementary	1		5	5	4	4	3
	2	1		4	2	1	1
	3	1	1	2	2	2	2
	4	1	1	2	2	1	
	5		1	2	4	4	1
	6	2	2	1	2	1	1
	7	3		2		1	5
	8	5	1	3	2		4
	Sp. Ed.	1	1	2		1	1

Table VI

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Tchula Attendance Center	1	3	2			3	7
	2	1	1	1			5
	3				1	2	2
	4		2	1		2	5
	5	1	3			5	5
	6	1	2		3	6	
	7		1	1		5	4
	8	1	3	1	1	5	2
	9	5	13		2	6	2
	10	1	12		1	2	5
	11		3	1			3
	12	1				1	1
	Sp. Ed.						1
Totals by Type		79	125	43	50	124	125
Total							546

Table VII

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Humphreys County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Humphreys County	K	1	7	5	4	4	4
	1	4	2	11	2	11	9
	2	3	3	3	4	15	11
	3	1	1	5	2	10	14
	4	2	3	1	3	7	12
	5	7	2	4	4	11	4
	Sp.Ed.	3	2	4	1	4	4
	6	5	6	4	4	12	8
	7	3		3	2	8	12
	8		5	3	2	7	6
	9	2	2	3	4	4	6
	10		1	1	2	4	2
	11		1		2	1	2
	12	1			1	2	1
Totals by							
Type		32	35	47	37	100	95
Total							346

Table VIII

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Jackson County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
St. Martin Attendance Center	1		1				
	2				1		
	5						1
	7			1		1	1
	8						2
	9						1
East Central							
	3					1	
	5						1
	7					1	
	9					1	1
Vancleave Attendance Center	11					1	1
	3						1
	6					1	
East Park Elementary					1		
	NE						
	1			2			
Escatawpa Elementary	3			2			
	1					1	
	2						1
	NE					1	
Orange Elementary	NE					1	1
	2						1
Arlington Elementary							
	NE	1				1	
	1					1	
	3	1					
Central Elementary	4	1					
	1					1	1
	2						1
	3					1	
	5					1	
	6					2	
	Sp.Ed.						1
Central Elem. Pre-School	Pre-Sch	2	3		1	5	1
Cherokee Elementary							
	1	1					1
	2			2		1	
	3					1	1
	5						1
	6					1	

Table VIII

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
College Park	1					2	
Colmer Junior High	7						1
Fair Elementary	NE					1	
	EMR						1
	1					1	
	5					1	1
Gautier Junior High	7						1
	8					2	1
	9					2	1
Jackson Elementary	1				1		
	2						1
Pascagoula Junior High	8					2	
	9					1	
Pascagoula High School	11					2	
Totals by Type		6	4	7	4	38	27

Table VIII

(cont.)

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
St. Martin Attendance Center	NE	1		4		7	5
	Pre-Sch	1	1	1		4	3
	1	1		1	1	2	3
	2					1	4
	3			1		2	7
	4	1				2	3
	5			1		1	3
	6			2		4	3
	7			2	1	2	1
	8					1	3
	9			1		1	
	10					1	
	11					2	
	12						1
East Central	NE					1	
	2						2
	6						1
Jackson County Exceptional School	EMR					1	1
Vancleave Attendance Center							
	3						1
Charlotte Hyatt Elementary	6					1	
	NE				1		
East Park Elementary	3				1		1
	5					1	
Escatawpa Elementary							
	NE					1	2
	1						2
	3						1
	4					1	1
Kreole Elementary	6					2	2
	4				1		
	5			1			
	6			1			
Magnolia Junior High							
	NE					1	
	7					1	
	8					1	
	9						2

Table VIII

(cont.)

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
Moss Point High School	NE		1		1	1	1
	10					1	
	11		1				1
	12					1	
Orange Lake Elementary			1				
	2						1
	3						1
West Elementary			1				
	1						1
	2					1	
	4						1
	5						2
	6						1
Beach Elementary			1				
	4					1	
Central Elementary			1			1	
	6						
Central Elementary	4						1
			1				
Central Elementary Pre-School	Pre.En.		1				3
Cherokee Elementary			1				
	3	1				2	
	5	1					
	6	1					
College Park Elementary			1				
	NE	1				5	1
	1	1	1				
	2					1	
	4						2
	5		1				1
Colmer Junior High			1				
	NE						
	7	1				1	
	8	1					
Eastlawn Elementary			1				
	NE					1	
	1				1	1	
	2			1		1	
	3						1
	4			1			
	5					1	1

Table VIII

(cont.)

School	Grade	Type 4		Type 5		Type 6	
		Male	Female	Male	Female	Male	Female
Fair Elementary	1	2			1		
	5	4					
	6	1					
Gautier Elementary							
	3	1					
	5	1					
Gautier Junior High	NE						1
	7					2	
	8	1					
Jackson Elementary	NE	1		1			1
	1			1		1	
	2	1					
	3					1	
	4					1	
	5			1			1
	6					1	
Lake Elementary	NE					1	
	1						1
	2						1
Pascagoula Junior High	NE	1					
	7	1		1		1	
	8			1			1
	9	1		1			1
Pascagoula Annex	10	3				2	
Pascagoula High School	NE	4					
	11	2					
	12			1			
Totals by Type		37		9		19	
Total						70	
							82
							310

Table IX

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Jones County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Calhoun	1	1			2		1
	2						
	3			1	1		
	4	1		1	1		
	5			1	1		1
	6						
	7	1			1		
Ellisville	1			3	3		1
	2			1			1
	3			1			
	4				1	2	1
	5	1		1		1	
	6		1			2	
Glade	2					1	
Myrick	1	2		1		1	1
	2			1	1		
	3		2		2	2	
	4			1a	1	1	1
	5			1			1
	6				2		
	7		1		1		1
Moselle	5					1	
	6					1	1
Northeast	8	2		1		5	3
	9			1		3	1
	10						2
	11		1			2	2
	12	1b	1			2	1
Powers	2		1				
	3					1	
	5	1					
	7					1	
Sandersville							
	3					1	
	4			1			
	7				1		

a - Type 5

b - Type 4

Table IX

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Shady Grove	1			1	2a		1
	2				1	1	4
	3				1b	1	2
	4			1		1	
	5			1			
	6		1				2
	7						1
Sharon	1		1				1
	2						3
	3			1		1	1
	4					1	1
	5		1				1
	6						1
Soso	1						
	2				1		
	3	1			1		1
	4					1	1
	5	1		1			
	6	2					
South Jones	7	1					
	8					1	1
	9	3					
	10		1			2	1
	11					1	
	12						1
West Jones	8			3	1		
	9	1	1	1	1	2	
	10			1		1	
	11				1		1
Totals by Type		19	12	26	27	38	43
Total							165

a - Type 5

b - Type 5

Table X

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Leflore County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Amanda Elzy Elementary and High School	Pre-Sch			3	2	1	3
	1	1	1	1	3	4	4
	2		1	1	1	5	3
	3	1		1	1	1	7
	4			1		5	2
	5				1	5	2
	6	1	1		1	3	3
	7			1		5	8
	8		1		2	3	5
	9			2	1	4	9
	10	4	1	1	3	12	17
	11	1		1		3	10
	12			1		5	7
	Sp.Ed.	2	1	2	1		
	NE	1	2	3	4	9	8
East Elementary					2	1	2
	1			1			1
	2			1	2	1	1
	3				1		1
	4			2		1	3
	5			1	1	3	1
	6					3	1
	7			1		3	3
	NE				1	2	2
Leflore County Elementary and High School							
	1			1			1
	2					1	1
	3					2	
	4	1				1	
	5			2	1	4	2
	6			3	1	3	1
	7				1	5	3
	8				1	2	6
	9			2	1	4	4
	10			2		2	1
	11						2
	12						1
	Sp.Ed.						
	NE		1	1	7	2	6

Table X

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
L. S. Rogers Elementary	1			1		1	1
	2			1	5	1	1
	3			3		2	2
	4				4	3	2
	5			2		2	2
	Sp.Ed.						1
	NE			4	10		
R. B. Schlater Elementary	Pre-Sch		1		2		
	1			1	4	1	1
	2			2	3		
	3	1		3	1		1
	4					2	1
	5	1			1		2
	6		1			3	2
	7				1	2	3
	8						1
	Sp.Ed.					1	
Rising Sun Elementary	NE			3	3		
	Pre-Sch		2			1	
	1		1	1	2		
	2		3	1	2	1	1
	3	3			2		
	4		1		1		
	5	1	1	2	4	1	
	6		1	1	1		
	7	1		3			1
	8	2			1	1	
Sunnyside Elementary	NE	1		1	5	6	
	1				2	1	
	2	1	1	2	1	3	2
	3	2			2	4	3
	4				1	2	1
	5		1	1		6	4
	6	1			1	3	
	7		1			1	3
	8					3	2
	NE	1		3	1	3	2

Table X

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
T. Y. Fleming Elementary	Pre-Sch	1				4	1
	1					2	2
	2	1			1	5	2
	3	1	1	1		3	2
	4					2	3
	5		1			2	4
	6	1				3	1
	7	1				4	2
	8			1		3	6
	9	1				3	4
	Sp.Ed.					1	1
	NE			1	1	4	2
Wilkes Elementary	Pre-Sch			1		1	2
	1			1	1		2
	2		1	3	1	1	1
	3					2	1
	4	1	1		1	1	2
	5				1	1	
	6				1		1
	7		1			3	2
	8				1	1	1
	9	1				1	1
	NE			1	3		
Sam Balkin	Pre-Sch				2		1
	1				1	2	4
	2	1	1			3	1
	3				2	5	2
	4			1	1	4	2
	5			1		4	3
	6			2		1	2
	7		1		2	3	1
	8					1	
	9	1	1	1		2	4
	Sp.Ed.					2	
	NE					6	3
Totals by Type		37	31	84	118	239	236
Total							745

Table XI

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Quitman County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Crowder Junior High	1			1	2		1
	2			3			
	3				1		2
	4			2			
	5			1	1		
	6						
	7			1			
	8			1			
	9			1			
	Sp.Ed.					1	1
Falcon Junior High	1					1	
	2	1			2		1
	3			2			2
	4		1		1	1	
	5			1			1
	6			1	2	1	1
	7				1	1	
	8				2	1	
	9					2	1
	Sp.Ed.						1
Lambert Junior High	1			1	2	3	1
	2		1				1
	3	1			1		1
	4				1	2	4
	5		1	1			2
	6	1	1		1	1	1
	7	1			1		2
	8				1	1	1
	9				1		
	Sp.Ed.			2			
Mark Junior High	1	1	1			1	1
	2		1				1
	3	1				2	
	4			1			
	5					1	1
	6	1				2	
	7						1
	8	1	1				
	9				1		
	Sp.Ed.					3	2

Table XI

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Quitman County High	10		3	2	1	2	1
	11			1	1	2	2
	12						1
Sledge Junior High							
	1			3	2		2
	2			1	4	2	
	3			1	1		
	4			1	1		1
	5				3	1	
	6			1	2		1
	7			1	1		
	8				2	1	
	9			1	1		
	Sp.Ed.			1			3
Southside Junior High							
	1			6	2	5	1
	2			2	1	1	2
	3			2		1	
	4			1	2	4	3
	5			1	2		2
	6			2		3	1
	7	1		2	1		1
	8	1		2	1	2	
	9				1	1	
	Sp.Ed.			2	2		1
Southside Pre-School	K		1	6	5	2	2
Westside Junior High							
	1	1	2				
	2		2		1		2
	3		1			2	
	4					2	
	5	1					1
	6						1
	7	2				3	
	8	1					
	9						
	Sp.Ed.	1				2	
Totals by Type		16	16	58	58	60	58
Total							266

Table XII

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Scott County School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Lake Attendance Center	P.S.			3	2		
	1	1		2	2	2	1
	2			1	1	3	3
	3			2	2	2	4
	4				2	2	3
	5					1	2
	6				2	3	
	7			1	1	2	2
	8			1	2	2	
	9					2	2
	10				1	1	
	Sp.Ed.			2		3	
North Scott Attendance Center							
	1			1	1	1	
	2				2	1	
	3			2		2	1
	4			1	1		2
	5					3	
	6				1	2	
	7					1	1
Forest Separate Schools							
	P.S.			1			
	1	1		4	3		2
	2	1		4	2	1	
	3		1	2	2	2	1
	4	1	1	2	1		1
	5	1	1	4	3	1	
	6	2		1	2		1
	7	1	1	3	2	2	1
	8	1		2	1	1	
	9				2		
	10						
Sebastopol Attendance Center	11	1					
	P.S.		1				1
	1		1	1	1	5	1
	2		1			3	3
	3		1		1	3	1
	4					2	3
	5			1	1	2	3
	6					1	2
	7					1	1
	8				1		1
	Sp.Ed.				1		

Table XII

(cont.)

School	Grade	Table 1		Table 2		Table 3	
		Male	Female	Male	Female	Male	Female
Scott Central Attendance Center	P.S.			2	7	2	4
	1			4	3	4	3
	2	1		6	5	2	4
	3	1		2	2	3	2
	4			4	2	2	2
	5			3	2	4	2
	6	1	2	4	2	2	3
	7	1		2	4	5	4
	8	1	1	2	2	2	5
	9	1	1		2	5	1
	10			2	2	3	2
	Sp.Ed.			2		9	4
	NE					4	2
Morton Attendance Center	P.S.				1		3
	1	1	1	2	13	4	1
	2			5	7	3	11
	3	1	3	1	3	6	7
	4	1	2	1	5	4	5
	5	2	1	2	8	7	6
	6	1	1	3	8	6	6
	7	1	2	2	3	3	5
	8	1		1	3	8	8
	9	1		1	2	7	3
	10		1	1	1	2	1
	11					1	4
	12					1	
	Sp.Ed.				1	3	3
	NE					2	2
Totals by Type		25	23	94	132	162	147
Total							583

Table XIII

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Sharkey-Issaquena Line Consolidated School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Rolling Fork Elementary	K						3
	1	1	3	2	1	2	1
	2	3	2	6	2	6	6
	3	3		3		3	4
	4		1	1	4	8	7
	5	2		2	1	5	4
	6	2	1	2		7	4
	7			1		6	7
	8		1		2	5	3
Rolling Fork High							
	9		2	1		7	3
	10					3	1
	11					1	3
	12					2	1
	Pre-Sch	5	2	10	4	5	7
	NE			1			1
Totals by Type		16	12	29	14	59	55
Total							185

Table XIV

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex and Type in the
Western Line Consolidated School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Glen Allan	1		1	1	2		5
	2		1	3	3	2	1
	3		1	5	4	5	3
	4			2	1	3	2
	5			2		1	3
	6			3	1	1	1
	7			1	3	4	2
	8				2	1	
	9					2	1
	10					2	3
	11			1	1		
	12			1		1	1
	SE					1	4
Norma C. O'Bannon	1	2		3	2	3	9
	2		1	3	1	3	4
	3			3		4	5
	4		1	2	1	4	7
	5	1	2	6		6	6
	6			2	3	5	6
	7	2	1	3	6	6	7
	8			1	2	11	7
	9			1	3	7	4
	10	1		1		2	1
	11					5	1
	12						
	SE	1		1	2	5	8
Riverside	1		1	2	2	4	3
	2		2	3	2	5	6
	3	1	3		1	2	3
	4			3		4	5
	5		1		1	1	4
	6	1	1		3	7	1
	7		2	1	5	6	3
	8	1		1	4	3	6
	9	1	2	3	4	5	4
	10					1	6
	11		1	2		1	2
	12				1		2
	SE			1	1	9	3
Totals by Type		11	20	61	61	132	139
Total							424

Table XV

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex, and Type in the
Yazoo City Municipal Separate School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Annie Ellis	1			2	1	5	10
	2			1	1	1	6
Main Street	2					4	2
	3					9	6
Woolfolk	4			2	1	5	4
	5				1	9	8
Webster	6			1		4	5
	7	1		4	1	5	11
Yazoo City Junior High	8			2	2	7	7
	9			1		4	9
Yazoo City High School	10	1				3	6
	11			2		7	6
	12				1	1	6
Totals by Type		2		15	8	64	85
Total							175

Table XVI

Total Number of Migrant Children Enrolled
During 1976-77 by School, Grade, Sex, and Type in the
Yazoo/Holly Bluff School District

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Benton	9					1	5
	10	1					2
	11				1		
	12					1	1
Bentonia	9	2	1		1	1	4
	10	1			1	2	4
	11			4	1		
	12					1	1
Cedar Falls	1				1	3	
	2				1	2	
	3			2		1	5
	4			1			5
	5				1	5	2
	6			1	2	1	2
	7					1	1
	8	1		1	1	1	5
	Sp.Ed.	1					1
Gibbs	1	1	1	1		1	
	2	1		3		1	1
	3	2		2	1		
	4	1	1	2		4	2
	5			2	3		2
	6		2	2	4		1
	7	2		1			3
	8		1	3	1		3
Holly Bluff	1		3		1	1	2
	2			1			2
	3		1	1		3	2
	4	1				4	2
	5			2			1
	6						2
	7				1		
	8					1	1
	9			1	3		2
	10	1					1
	11	1					
	Sp.Ed.					3	

Table XVI

(cont.)

School	Grade	Type 1		Type 2		Type 3	
		Male	Female	Male	Female	Male	Female
Linwood	1	2				3	4
	2			3	2	5	7
	3			1		3	7
	4	1		2		3	4
	5		1	1		5	3
	6			2		4	2
	7			1		2	5
	8					1	1
	Sp.Ed.					2	1
Satartia	1	2	1		1	4	
	2			2	1	1	5
	3		1		1	4	2
	4	2		1	2	2	4
	5			1	1		1
	6	1		1	2	4	
	7			5		1	1
	8	1		1	1	4	2
	Sp.Ed.			2	2	1	
Totals by							
Type		25	13	53	37	87	114
Total							329

Attendance, Documentation, Health Care,
and Supportive Services

A summary of data pertaining to the number of students documented by age level, the number of students enrolled in a tutorial program, and the number of students receiving health care and supportive services is presented in Table XVII.

Approximately 4,811 migrant students were enrolled in school during 1976-77. Of these, 3,219 were served by a tutorial program in fourteen of the sixteen migrant programs. The Clarksdale Municipal Separate School District and the Sharkey-Issaquena Line Consolidated program did not have a tutorial program in 1976-77. Leflore County documented the greatest number of migrant students.

Of the 4,811 migrant students enrolled in school, 1,519 received screening for immunizations and 3,021 were screened for visual imparities. Approximately 989 students needed but did not receive treatment for immunizations, visual imparities, auditory problems, dental problems, nuisance diseases, and health handicaps. The following reasons were given for this deficit of required treatment:

1. Parents did not or would not take advantage of available medical treatment.
2. Funds were not available.
3. Migrant nurses were not available.
4. Previous medical records were unavailable.

5. Transportation was not available.

6. Some students were put on a waiting list.

Of these six reasons, parental indifference and lack of funds were the two most frequently cited responses.

In the area of supportive services 3,105 students received clothing, toothbrushes and paste, books, and food. Six thousand five hundred twenty three home visits were made for purposes of attendance counseling, documentation, redocumentation, and delivery of curriculum materials. One thousand one hundred nineteen students were transported by migrant personnel.

Table XVII

Attendance, Documentation, Health Care and Supportive Services
for all Programs in Mississippi, 1976-77

	Benton	Clarksdale	Coahoma	Greenwood	Hancock-Harrison	Holmes	Humphreys	Jackson	Jones	Leflore	Quitman	Scott	Sharkey-Issaquena	Western Line	Yazoo	Yazoo/Holly	Total
I. Attendance and Documentation																	
1. Total number enrolled with MSRTS and attending school (5-20 yrs.).	35	242	153	270	312	523	346	269	166	672	231	551	151	424	139	327	4811
2. Total number enrolled with MSRTS but not attending school (5-20 yrs.).	5	15	7	36	54	50	15	20	8	17	30	9	2	51	116	13	448
3. Total number enrolled with MSRTS but not attending school (0-4 yrs.).	12	9	17	45	77	0	60	33	59	93	84	23	33	139	44	64	792
4. Total number enrolled with MSRTS during 1976-77 (0-20 yrs.).	52	266	177	351	443	573	421	322	233	782	345	583	186	614	299	404	6051
5. Total number enrolled with MSRTS, attending school and receiving special instruction.	14	0	112	265	83	523	127	154	102	672	83	484	0	226	139	235	3219
II. Health Care Services																	
1.A. Total number screened by NURSE for:																	
a. Immunizations	0	170	0	101	194	0	0	0	0	0	189	0	29	276	76	224	1259
b. Visual Impairities	24	170	19	220	194	112	346	0	0	608	230	13	40	424	116	222	2738
c. Auditory Problems	24	170	1	220	194	0	0	0	27	608	230	0	7	200	116	217	2014
d. Dental Problems	24	170	11	220	194	82	346	0	0	608	230	12	43	424	116	35	2515
e. Nuisance diseases (scalp, skin ringworms, impetigo)	0	170	28	194	214	82	346	0	0	101	22	1	26	424	116	0	1724
f. Health handicaps (tonsils, infections, burns)	24	170	20	0	171	82	346	0	0	580	230	0	12	424	116	0	2175
g. Other	0	0	1	0		82	0	0	27	0	194	0	0	308	116	3	731

Table XVII

(cont.)

	Benton	Clarksdale	Coahoma	Greenwood	Hancock-Harrison	Holmes	Humphreys	Jackson	Jones	Leflore	Quitman	Scott	Sharkey-Issaquena	Western Line	Yazoo	Yazoo-Holly	Total
1.B. Total number screened by Physician for:																	
a. Immunizations	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12
b. Visual Impairities	2	0	3	0	27	0	30	2	5	0	4	0	0	0	0	0	73
c. Auditory Problems	0	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	4
d. Dental Problems	3	0	0	0	69	0	25	0	4	0	0	0	0	0	0	0	101
e. Nuisance diseases (scalp, skin, ringworms, impetigo)	0	0	0	0	15	0	0	7	0	0	0	0	0	0	0	0	22
f. Health handicaps (tonsils, infections, burns)	0	0	3	0	48	0	0	0	0	0	0	0	0	0	0	0	51
g. Other	0	0	2	0	0	0	0	2	0	5	0	0	0	0	0	0	9
1.C. Total number screened by Health Department for:																	
a. Immunizations	4	0	0	69	59	64	0	0	0	0	0	0	52	0	0	0	248
b. Visual Impairities	18	0	2	0	39	64	50	0	4	0	5	0	0	28	0	0	210
c. Auditory Problems	18	0	0	0	40	64	0	0	0	0	0	0	28	0	0	0	150
d. Dental Problems	18	0	0	0	0	64	30	0	0	0	5	0	0	0	0	0	117
e. Nuisance diseases (scalp, skin, ringworms, impetigo)	0	0	0	0	24	64	0	0	0	0	0	0	28	0	0	0	116
f. Health handicaps (tonsils, infections, burns)	30	0	0	10	5	64	0	0	0	0	5	0	0	28	0	0	142
g. Other	1	0	0	129	0	64	0	0	0	10	0	0	0	0	0	0	204

Table XVII

(cont.)

	Benton	Clarksdale	Coahoma	Greenwood	Hancock-Harrison	Holmes	Humphreys	Jackson	Jones	Leflore	Quitman	Scott	Sharkey-Issaquena	Western Line	Yazoo	Yazoo-Holly	Total
2. Total number needing but not receiving treatment for:																	
a. Immunizations	0	0	0	97	35	0	0	0	150	0	127	0	0	0	56	89	554
b. Visual Impairities	1	3	0	0	10	0	0	0	20	0	19	0	6	0	12	14	85
c. Auditory Problems	1	0	0	0	0	0	0	0	8	1	2	0	0	1	0	14	27
d. Dental Problems	2	18	0	0	22	12	87	0	20	0	64	0	9	5	39	25	303
e. Nuisance diseases (scalp, skin, ringworms, impetigo)	0	0	0	0	0	5	0	0	0	0	0	0	4	0	0	0	9
f. Health handicaps (tonsils, infections, burns)	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	2	6
g. Other	0	1	0	0	0	0	0	0	4	0	0	0	0	0	0	0	5
3.A. Total number receiving treatment by physician for:																	
a. Immunizations	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	140	152
b. Visual Impairities	2	3	3	12	27	34	30	2	5	4	15	13	6	29	4	14	203
c. Auditory Problems	0	0	1	2	3	0	0	0	0	3	7	0	0	6	0	14	36
d. Dental Problems	3	2	0	12	128	36	25	0	4	15	27	12	9	30	26	15	344
e. Nuisance diseases (scalp, skin, ringworms, impetigo)	0	5	0	0	15	6	1	7	0	15	6	1	4	6	0	15	81
f. Health handicaps (tonsils, infections, burns)	0	2	3	0	48	10	0	0	0	0	8	0	0	3	0	3	77
g. Other	0	0	2	4	0	0	0	2	0	2	4	0	0	0	0	0	14

Table XVII

(cont.)

	Benton	Clarksdale	Coahoma	Greenwood	Hancock-Harrison	Holmes	Humphreys	Jackson	Jones	Leflore	Quitman	Scott	Sharkey-Issaquena	Western Line	Yazoo	Yazoo-Holly	Total
3.B. Total number receiving treatment by nurse for:																	
a. Immunizations	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0	16
b. Visual Impairities	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	12
c. Auditory Problems	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3
d. Dental Problems	0	0	11	12	0	0	32	0	0	0	0	0	0	0	0	0	55
e. Nuisance diseases (scalp, skin, ringworms, impetigo)	0	13	28	0	0	30	47	0	0	0	0	0	58	0	0	0	176
f. Health handicaps (tonsils, infections, burns)	0	0	20	0	0	7	0	0	0	0	0	0	0	0	0	0	27
g. Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.C. Total number receiving treatment by health department for:																	
a. Immunizations	12	4	0	69	59	140	0	0	0	0	29	0	0	36	21	0	370
b. Visual Impairities	0	5	2	3	0	0	0	0	0	0	0	0	0	0	0	0	10
c. Auditory Problems	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
d. Dental Problems	0	12	0	62	0	0	18	0	0	0	0	0	28	0	0	0	120
e. Nuisance diseases (scalp, skin, ringworms, impetigo)	0	0	0	0	7	0	0	0	0	0	0	0	13	0	0	0	20
f. Health handicaps (tonsils, infections, burns)	0	2	0	0	5	0	0	0	0	0	2	0	0	0	0	0	9
g. Other	1	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	14

Table XVII

(cont.)

	Benton	Clarksdale	Coahoma	Greenwood	Hancock-Harrison	Holmes	Humphreys	Jackson	Jones	Leflore	Quitman	Scott	Sharkey-Issaquena	Western Line	Yazoo	Yazoo-Holly	Total
4. Total number receiving complete physical examinations:																	
a. by physician	0	2	2	0	24	5	0	1	0	63	12	0	0	20	0	0	129
b. by nurse	0	0	0	0	90	82	346	0	0	0	0	0	424	0	15	957	
c. by health department	20	21	0	74	7	0	0	2	0	0	4	0	0	28	0	0	156
5.A. Total number receiving treatment by physician for:																	
a. Malnutrition	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
b. Malformations	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	3
c. Lethargy	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2
d. Anemia	0	1	1	0	1	6	0	0	0	1	0	0	0	2	0	0	12
e. Parasites	0	0	0	0	11	3	0	0	0	3	0	0	0	3	0	0	20
f. Other	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	5
5.B. Total number receiving treatment by nurse for:																	
a. Malnutrition	0	0	NA	0	0	6	0	0	0	0	0	0	0	6	0	0	12
b. Malformations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
c. Lethargy	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
d. Anemia	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
e. Parasites	0	0	0	0	11	0	0	0	0	0	0	0	0	6	0	0	17
f. Other	0	0	0	0	0	0	0	0	0	0	0	171	0	0	0	0	171

Table XVII

(cont.)

	Benton	Clarksdale	Coahoma	Greenwood	Hancock-Harrison	Holmes	Humphreys	Jackson	Jones	Leflore	Quitman	Scott	Sharkey-Issaquena	Western Line	Yazoo	Yazoo-Holly	Total
5.C. Total number receiving treatment by health department for:																	
a. Malnutrition	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
b. Malformations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
c. Lethargy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
d. Anemia	0	0	0	10	0	0	0	0	0	2	0	0	6	0	0	0	18
e. Parasites	0	0	0	11	0	0	0	0	0	3	0	0	0	0	0	0	14
f. Other	3	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	14
6.A. Total number receiving emergency medical treatment by physician for:																	
a. Fractures	0	1	0	1	3	1	2	0	0	0	1	0	0	2	0	1	12
b. Malformations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
c. Lethargy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
d. Anemia	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3
e. Parasites	0	0	0	0	5	1	0	0	0	0	0	0	3	0	0	0	9
f. Other	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3
6.B. Total number receiving emergency medical treatment by nurse for:																	
a. Fractures	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
b. Malformations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
c. Lethargy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table XVII

(cont.)

		Benton Clarksdale Coahoma Greenwood Hancock-Harrison Holmes Humphreys Jackson Jones Leflore Quitman Scott Sharkey-Issaquena Western Line Yazoo Yazoo-Holly Total																
	d. Anemia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	e. Parasites	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4
	f. Other	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
6.C.	Total number receiving emergency medical treatment <u>by health department</u> for:																	
	a. Fractures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	b. Malformations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	c. Lethargy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	d. Anemia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	e. Parasites	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	f. Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.	Total number receiving:																	
	a. Major Surgery	0	0	0	0	2	1	0	0	0	0	0	0	0	1	0	2	6
	b. Minor Surgery	0	0	0	0	1	1	0	0	0	0	6	0	0	3	0	0	11
8.	Total number requiring, but not receiving:																	
	a. Major Surgery	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4
	b. Minor Surgery	0	1	0	0	0	0	0	0	0	1	2	0	0	0	0	0	4
9.	Weighed and Measured	30	170	0	207	194	82	0	8	0	608	219	0	69	424	116	0	2127
10.	Home Visits by Nurse	15	96	2	18	22	160	54	0	NA	50	136	0	28	38	0	3	622

Table XVII

(cont.)

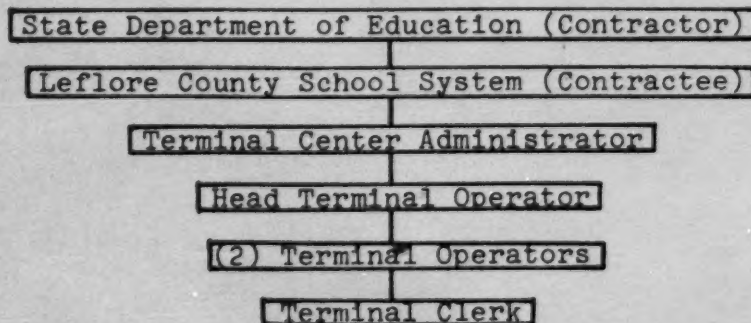
	Benton	Clarksdale	Coahoma	Greenwood	Hancock-Harrison	Holmes	Humphreys	Jackson	Jones	Leflore	Quitman	Scott	Sharkey-Issaquena	Western Line	Yazoo	Yazoo-Holly	Total
11. Sick Transported Home	1	2	2	6	19	23	47	0	0	20	15	0	15	8	0	0	158
III. Supportive Services																	
1. Total Number receiving:																	
a. Clothing (shoes)	15	14	28	45	185	83	63	2	4	0	0	0	0	10	32	0	481
b. Toothbrushes and Paste	10	145	10	156	87	0	0	0	83	361	130	0	31	308	17	0	1338
c. Books	30	0	90	137	396	523	0	4	2	0	0	0	0	0	0	0	1182
d. Food	0	0	0	0	14	0	24	0	0	0	0	0	66	0	0	0	104
e. Speech Therapy	0	3	0	30	11	53	16	0	0	0	0	23	5	90	0	15	246
f. Special Services	14	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	16
g. Other	0	0	0	349	157	0	0	0	0	361	0	0	20	0	0	0	887
2. Home Visits (Nurse not included) for:																	
a. Attendance Counseling	4	21	27	140	110	23	97	159	152	668	74	7	0	0	172	118	3835
b. Documentation	5	49	32	71	354	187	70	257	119	172	65	88	0	125	36	90	1720
c. Redocumentation	7	0	20	5	97	118	1	18	7	0	0	12	0	0	7	0	292
d. Curriculum (delivery of books, materials)	2	0	0	0	194	0	0	474	6	0	0	0	0	0	0	0	676
e. Health	7	23	35	39	205	0	0	32	12	17	136	8	0	0	0	2	516
f. Supportive Services (clothes, toys, etc.)	9	3	22	45	166	23	4	20	3	0	16	3	0	0	0	2	316
g. Other	5	0	0	8	0	0	0	8	0	0	0	0	0	0	0	0	21
3. Total number children/parents transported:	0	2	167	0	161	10	65	45	5	0	97	8	135	424	0	0	1119

MISSISSIPPI STATE MIGRANT TERMINAL CENTER

The State Department of Education, Title I, ESEA contracts with the Leflore County School System on an annual basis to operate a computer terminal center serving Mississippi's migrant program. The terminal center is located in Greenwood, Mississippi, and housed in the Leflore County Education Administrative office building.

During fiscal year 1977 three computer terminals were in operation. These were connected to the national Migrant Student Record Transfer System in Little Rock, Arkansas. This center services migrant projects throughout the continental United States and Puerto Rico. The MSRTS collects and disseminates data pertinent to education, health and supportive services for all migrant students registered with it.

Mr. David Powe serves as the Administrator of the terminal center in Leflore County. The three terminal operators and terminal clerks report to him. The organizational chart showing the administrative structure for the operation of the terminal center is as follows:



During the period September 1, 1976, through May 31, 1977, cumulative enrollments and withdrawals, intra-district and intra-state transactions were documented. These are reported in Table XVIII. The following description is given as explanation of the terminology used in the table.

Active, Age 5-20 - students of school age who are enrolled with MSRTS and attending school.

Non-Enrolled, Age 5-20 - students of school age who are enrolled with MSRTS but not attending school.

Non-Enrolled, Age 0-4 - students not of school age who are enrolled with MSRTS but not attending school.

Cumulative Enrollment - These figures include all deceased, intra-district and intra-state students. The intra-district students were counted as an enrollment each time an enrollment took place within the same district.

Intra-district - reflects the number of students who moved from one school to another school within the same district.

Intra-state - reflects the number of students who moved into a school district.

The information in Table XIX summarizes the number of transactions for records at the terminal center.

The discrepancy found between Table XVII, I.1. "Total number 0-20 documented" and Table XVIII "Enrollments and Changes by Age Group and District, 1976-77", Total column

reflects an internal procedure for handling duplicated counts. It should be noted that this procedure does not generate a "double-count" on FTE credit, but does reflect that all withdrawals had not been generated by May 31, 1977.

The data in Table XX show the total number of transactions, by category, for the terminal center during the same time period, as well as for previous comparative periods. It is noteworthy that the total number of transactions has increased substantially each year.

Table XVIII

Enrollments and Changes by Age Group
and District, 1976-77

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Benton County				
Cumulative Enrollment	86	14	26	126
Cumulative Withdrawals	87	10	27	124
Intra-District Changes	0	0	0	0
Intra-State Changes	0	0	0	0
Clarksdale Separate				
Cumulative Enrollments	289	15	10	314
Cumulative Withdrawals	257	25	9	291
Intra-District Changes	2	0	0	2
Intra-State Changes	0	0	0	0

Table XVIII

(cont.)

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Coahoma County				
Cumulative Enrollment	187	6	15	208
Cumulative Withdrawals	64	1	5	70
Intra-District Changes	3	0	0	3
Intra-State Changes	0	0	0	0
Greenwood Separate				
Cumulative Enrollment	345	34	62	441
Cumulative Withdrawals	282	45	59	386
Intra-District Changes	15	1	0	15
Intra-State Changes	7	1	0	8
Holmes County				
Cumulative Enrollment	753	15	50	818
Cumulative Withdrawals	218	2	8	228
Intra-District Changes	9	0	0	9
Intra-State Changes	2	0	0	2

Table XVIII

(cont.)

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Humphreys County				
Cumulative Enrollment	419	14	67	500
Cumulative Withdrawals	356	16	72	444
Intra-District Changes	2	0	0	2
Intra-State Changes	3	0	0	3
Jones County				
Cumulative Enrollment	320	37	83	440
Cumulative Withdrawals	162	18	41	221
Intra-District Changes	0	0	0	0
Intra-State Changes	0	0	0	0
Leflore County				
Cumulative Enrollment	752	33	116	901
Cumulative Withdrawals	673	38	110	821
Intra-District Changes	18	1	5	24
Intra-State Changes	38	4	9	51

Table XVIII

(cont.)

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Quitman County				
Cumulative Enrollment	480	88	160	728
Cumulative Withdrawals	260	42	83	385
Intra-District Changes	5	0	2	7
Intra-State Changes	5	0	0	0
Sharkey-Issaquena				
Cumulative Enrollment	176	12	30	218
Cumulative Withdrawals	45	5	5	55
Intra-District Changes	1	0	0	1
Intra-State Changes	4	2	3	9
Western Line				
Cumulative Enrollment	506	82	161	749
Cumulative Withdrawals	347	81	154	582
Intra-District Changes	4	0	9	13
Intra-State Changes	0	0	0	0

Table XVIII

(cont.)

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Yazoo City Separate				
Cumulative Enrollment	198	38	73	309
Cumulative Withdrawals	85	13	11	109
Intra-District Changes	4	0	0	4
Intra-State Changes	0	0	1	1
Hancock-Harrison Cooperative				
Cumulative Enrollment	405	73	71	549
Cumulative Withdrawals	98	20	27	145
Intra-District Changes	0	1	0	1
Intra-State Changes	8	0	1	9

Table XVIII

(cont.)

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Jackson County Cooperative				
Cumulative Enrollment	351	46	53	450
Cumulative Withdrawals	161	20	35	216
Intra-District Changes	23	4	3	30
Intra-State Changes	9	1	6	16
Scott County Cooperative				
Cumulative Enrollment	684	6	2	692
Cumulative Withdrawals	296	1	1	298
Intra-District Changes	9	0	0	9
Intra-State Changes	15	0	0	15

Table XVIII

(cont.)

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Yazoo County- Holly Bluff Cooperative				
Cumulative Enrollment	397	25	70	492
Cumulative Withdrawals	130	36	72	238
Intra-District Changes	2	2	0	4
Intra-State Changes	9	0	0	9
Calhoun				
Cumulative Enrollment	62	15	16	93
Cumulative Withdrawals	30	7	7	44
Intra-District Changes	0	0	0	0
Intra-State Changes	0	0	0	0
Canton Separate				
Cumulative Enrollment	14	4	24	42
Cumulative Withdrawals	7	2	12	21
Intra-District Changes	0	0	0	0
Intra-State Changes	0	0	0	0

Table XIX

Summary Table of Enrollments and Changes

	Active Age 5-20	Non-Enrolled Age 5-20	Non-Enrolled Age 0-4	Total
Cumulative Enrollment	6426	557	1089	8070
Cumulative Withdrawals	3557	382	738	4677
Intra-District Changes	96	9	19	124
Intra-State Changes	100	8	20	128

Table XX

MISSISSIPPI STATE MIGRANT TERMINAL
CENTER REPORT

JUNE, 1977

	<u>Sept. 1, 1976 - May 30, 1977</u>
Total Number of Enrollments	<u>8,982</u>
Total Number of WW, WF, TT	<u>5,310</u>
Total Updates on Transfer Records	<u>25,126</u>
Total Updates on Medical Records	<u>9,607</u>
Total - Other Updates	<u>6,701</u>
New School ID	<u>139</u>
New School ID - Updates	<u>143</u>
 Total Transactions	 <u>56,008</u>
Total Transactions (Sept. 1, 1975 - May 30, 1976)	33,550
Total Transactions (Sept. 1, 1974 - May 30, 1975)	19,444

CHAPTER II

ANALYSIS OF COGNITIVE AND AFFECTIVE DATA

Cognitive Data

One of the major objectives of the migrant educational program in Mississippi is to effect an increase in academic performance by migrant students. As a result of their transient lifestyle, migrant students usually function at a lower grade level in basic academic subjects than their peers. The aim of special tutorial programs is to help these students raise their level of academic functioning.

Achievement data were collected from a variety of instruments used in the thirteen migrant programs providing services. The most commonly used instruments were the California Achievement Tests (CAT), the Science Research Associates (SRA) Achievement Series, the Stanford Achievement Test (SAT), and the Peabody Individual Achievement Test (PIAT).

For analysis purposes test data were used only from those students having both a pre and post test score. This reduced the number of students on whom data were available, but provided a more accurate measure of pre to

post gain. The correlated t-test was used to test for significant differences between pre and post test scores.

Table XXI presents the cognitive achievement data for the 1976-77 regular school year. The mean grade equivalent score for each grade level in each school district is presented. The mean for the pre-test and for the post-test, the difference between these two means (in terms of gain or loss), and whether the difference was statistically significant are also reported.

It should be noted that there can be a statistically significant gain for a particular grade level in a particular district and that same numerical gain would not be statistically significant for another grade level or school. Statistical gain is based on the variability of the test scores in addition to the number of students tested and the actual numerical change from pre to post.

The following restrictions were observed when reporting achievement test data:

- 1) test data must be in grade-equivalent-score form; raw scores and percentile-ranks were unusable
- 2) more than one pair of scores must be available to perform statistical analysis, ie., the scores for one student are given but not statistically analyzed
- 3) both pre- and post-test scores must be available for the same student

- 4) the same instrument must be used for pre-testing and post-testing

As seen in Table XXI, grade equivalent scores are reported for reading, mathematics, and, when available, language arts. The school district and the test used in that district is given in the left-hand column of the table. The grade level is presented in the second column. Columns 3, 4, and 5 indicate the number of students for which pre- and post-test scores were available in Reading (R), Mathematics (M), and Language Arts (LA), respectively.

Table XXI

Cognitive Achievement Data by School District

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Benton County Test: California Test of Basic Skills	K												
	1												
	2	4	4		2.05	2.03	-.02	1.52	1.72	+.20			
	3												
	4	4	4		4.00	3.63	-.37	3.30	4.00	+.70			
	5	3	4		2.77	3.17	+.40	2.88	4.20	+1.32*			
	6	3	3		5.90	6.23	+.33	5.67	6.40	+.73*			
	7	5	6		5.22	6.02	+.80	5.72	6.07	+.35			
	8	1	1		6.30	5.80	-.50	7.50	7.90	+.40			
	9	3	3		6.73	6.43	-.30	8.10	7.40	-.70			
	10												
	11												
	12												

* significant at $p \leq .05$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Coahoma County	K												
	1	5	5		1.02	1.98	+.96**	1.04	2.18	+1.14**			
	2	3	4		1.33	1.66	+.33	1.50	1.62	+.12			
	3	15	15		1.91	2.20	+.29	2.22	3.14	+.92**			
Test:	4	8	10		2.36	2.56	+.20	3.11	3.63	+.52*			
Stanford	5	12	8		3.21	4.81	+1.60**	3.43	4.40	+.97*			
Achievement	6	9	7		3.53	3.97	+.44	3.78	4.57	+.79*			
Test	7	12	14		4.45	6.33	+1.88*	5.08	5.96	+.88*			
	8	10	8		6.20	7.48	+1.28*	5.20	5.98	+.78			
	9												
	10												
	11												
	12												

* significant at $p \leq .05$ ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Greenwood Municipal Separate Test: California Achievement Test	K												
	1												
	2	12	12	12	1.25	2.21	+.94**	1.68	2.55	+.87**	1.16	2.31	+1.15**
	3	19	19	19	1.97	2.77	+.80**	2.21	3.33	+1.12**	1.91	3.70	+1.79**
	4	12	12	12	2.34	3.01	+.67*	3.20	3.87	+.67**	2.46	3.39	+.93*
	5	13	13	13	2.60	3.16	+.56**	3.13	4.45	+1.32**	2.88	3.82	+.94
	6	19	19	19	3.25	3.98	+.73**	3.72	4.53	+.81**	3.49	4.85	+1.36**
	7	12	12	16	3.05	4.20	+1.15*	4.78	5.50	+.72*	3.97	6.22	+2.25**
	8	16	16	9	4.24	5.32	+1.08*	5.34	6.33	+.99**	5.10	6.52	+1.42
	9	19	19	19	2.22	2.47	+.25	2.97	3.52	+.55**	2.50	3.05	+.55**
	10	16	16	16	3.23	3.63	+.40	4.01	4.40	+.39	3.60	3.86	+.26
	11	12	12	12	3.14	3.13	-.01	3.75	4.46	+.71**	3.25	3.54	+.29
	12	4	4	4	3.55	4.23	+.68	3.55	4.62	+1.07	3.03	3.93	+.90

* significant at $p < .05$ ** significant at $p < .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Hancock-Harrison Cooperative Program	K												
	1	3	3		1.00	1.33	+.33*	.36	1.20	+.84			
	2	2	2		1.60	2.00	+.40	1.40	2.50	+1.10			
	3	8	7		1.80	2.07	+.27	2.05	2.64	+.59**			
	4	4	2		3.07	3.10	+.03	4.15	4.20	+.05			
Test: Peabody Individual Achievement Test	5	4	4		3.50	3.45	-.05	3.35	3.75	+.40			
	6	1	1		3.60	3.90	+.30	3.20	4.00	+.80			
	7	2	2		7.15	7.15	0.00	5.50	6.35	+.85			
	8												
	9												
	10												
	11												
	12												

* significant at $p \leq .05$
 ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Holmes County	K												
	1												
	2	19	4		0.78	1.55	+.77**	1.20	2.10	+.90			
	3	32	5		1.47	2.30	+.83**	2.64	3.04	+.40*			
	4	21	11		1.91	3.36	+1.45**	1.47	3.16	+1.69**			
	5	29	11		2.42	3.50	+1.08**	2.54	3.66	+1.12*			
Test:	6	22	1		3.18	4.33	+1.15**	5.50	5.20	-.30			
California	7	46	4		3.81	4.12	+.31	2.80	4.65	+1.85*			
Achievement	8	43	3		4.46	5.80	+1.34**	7.16	7.20	+.04			
Test	9	6	5		4.55	6.86	+2.31*	6.36	6.54	+.18			
	10	1			3.80	3.80	0.00						
	11												
	12												

* significant at $p \leq .05$ ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Humphreys County	K												
	1												
	2	23	22		2.03	2.97	+.94**	2.14	2.84	+.70**			
	3	26	27		2.37	2.83	+.46**	2.47	3.27	+.80**			
Test:	4	21	19		3.64	4.49	+.85**	3.96	4.83	+.87**			
SRA Reading and Math Assessment (Grades 2-9)	5	20	20		3.40	3.73	+.33	3.61	4.28	+.67**			
	6	27	27		3.37	4.46	+1.09**	4.47	5.08	+.61**			
Iowa Test of Educational Development (Grades 10 & 11)	7	19	24		3.88	4.90	+1.02**	5.04	6.03	+.99**			
	8	12	14		5.01	5.30	+.29	6.63	6.99	+.36			
	9	11	11		6.32	7.20	+.88	7.05	7.35	+.30			
	10	7	7		6.45	6.92	+.47	8.64	8.45	-.19			
	11	2	2		7.10	7.15	+.05	6.60	6.60	0.0			
	12												

* significant at $p < .05$
 ** significant at $p < .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Jackson County Cooperative	K												
	1												
	2	11	10	5	1.43	1.97	+.54*	1.26	2.09	+.83**	.68	2.18	+1.50**
	3	13	13	10	2.60	3.24	+.64	2.35	3.16	+.81**	2.08	2.76	+.68*
	4	8	8		3.40	3.98	+.58	3.18	3.80	+.62*			
Test: Peabody Individual Achievement Test	5	13	13	1	3.69	4.72	+1.03*	3.40	4.33	+.93**	2.50	3.30	+.80
	6	8	8	8	5.32	6.08	+.76	5.42	6.25	+.83	4.92	5.42	+.50
	7	5	5	5	6.04	7.14	+1.10**	3.94	5.38	+1.44	5.40	6.36	+.96*
	8												
	9												
	10												
	11												
	12												

* significant at $p < .05$ ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Jones County Test: California Achievement Test	K												
	1	5	5	5	1.00	1.94	+.94*	1.16	1.76	+.60	0.80	1.88	+1.08
	2	9	9	9	1.71	2.60	+.89**	1.72	2.70	+.98**	1.00	2.54	+1.54**
	3	12	12	12	2.51	3.13	+.62*	2.24	3.23	+.99**	2.62	3.84	+1.22**
	4	7	7	7	2.74	3.31	+.57	3.26	4.04	+.78**	2.74	4.01	+1.27**
	5	7	7	7	3.21	4.19	+.98*	3.39	4.16	+.77	3.47	4.11	+.64
	6	5	5	5	4.48	4.80	+.32	4.34	5.52	+1.18*	5.94	6.86	+.92**
	7	3	3	3	2.87	4.73	+1.86	3.93	5.73	+1.80	3.53	4.07	+.54
	8												
	9												
	10												
	11												
	12												

* significant at $p \leq .05$
 ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Leflore County Test: California Achievement Test	K												
	1												
	2	22	21	22	1.46	2.46	+1.00**	1.38	2.64	+1.26**	1.38	2.48	+1.10**
	3	27	27	27	2.28	3.03	+.75**	2.29	3.39	+1.10**	2.17	3.47	+1.30**
	4	23	23	23	2.99	3.18	+.19	2.89	3.56	+.67**	3.29	3.43	+.14
	5	33	33	33	3.43	3.89	+.46**	3.76	4.42	+.66**	3.43	4.22	+.79**
	6	17	17	17	4.02	4.72	+.70**	4.35	4.88	+.53	4.65	5.08	+.43
	7	36	36	36	4.30	4.42	+.12	5.09	5.41	+.32	4.75	5.64	+.89**
	8	22	22	22	4.72	5.20	+.48	6.03	6.69	+.66**	4.96	5.91	+.95**
	9	17	17	17	5.25	5.89	+.64*	6.32	6.56	+.24	5.31	6.17	+.86*
	10	6	6	6	4.72	5.13	+.41	4.58	5.43	+.85	5.02	6.25	+1.23
	11	7	7	7	7.19	6.60	-.59	6.50	6.37	-.13	7.93	7.03	-.90
	Sp.Ed.	12	12		2.59	2.83	+.24	2.81	2.96	+.15			

* significant at $p \leq .05$
 ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Scott County	K												
	1	4	4		.75	2.10	+1.35**	.63	1.90	+1.27**			
	2	23	26		1.53	2.57	+1.04**	1.77	2.34	+.57**			
	3	40	40		2.56	3.23	+.67**	2.77	3.56	+.79**			
	4	25	25		3.20	3.47	+.27	3.76	4.09	+.33*			
	5	31	31		4.10	4.35	+.25	4.35	4.89	+.54**			
	6	24	24		4.28	4.83	+.55**	4.93	5.40	+.47**			
	7	26	25		5.13	5.71	+.58**	5.52	6.18	+.66**			
	8	17	17		4.98	5.92	+.94*	6.09	6.50	+.41			
	9												
	10												
	11												
	12												

* significant at $p \leq .05$ ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Western Line Consolidated	K												
	1	5			.10	1.36	+1.26**						
	2	5			.98	1.38	+.40*						
	3	5			1.60	2.58	+.98**						
	4	14	14		2.79	3.24	+.45	2.89	3.87	+.98**			
	5	16	16		3.10	4.22	+1.12**	3.87	4.46	+.59**			
	6	22	22		3.61	4.53	+.92**	4.77	5.46	+.69**			
	7	24	24		4.95	5.29	+.34	5.45	5.45	0.00			
	8	24	24		4.80	5.53	+.73*	5.08	6.03	+.95**			
	9	18	18		6.50	7.64	+1.14**	6.40	6.70	+.30			
	10	9	6		6.10	6.60	+.50	6.36	7.70	+1.34**			
	11	5	5		8.12	8.28	+.16	7.90	8.10	+.20			
	12												

* significant at $p \leq .05$
 ** significant at $p \leq .01$

Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Yazoo City Municipal Separate Test: Stanford Achievement Test	K												
	1												
	2	9			1.34	2.15	+.81**						
	3	15			1.85	2.67	+.82**						
	4	11			2.85	3.28	+.43**						
	5	17			3.29	4.28	+.99**						
	6	10			4.07	4.63	+.56**						
	7	20			4.73	5.68	+.95**						
	8	19			4.61	5.59	+.98**						
	9	14			4.63	5.79	1.16**						
	10												
	11												
	12												

* significant at $p < .05$
 ** significant at $p < .01$

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Table XXI

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.	Pre Mean	Post Mean	Diff.
Yazoo County/ Holly Bluff Test: Science Research Associates Assessment Survey	K												
	1	4	4	4	1.05	1.57	+.52	1.45	1.50	+.05	1.45	1.35	-.10
	2	29	28	29	1.77	2.54	+.77**	1.64	2.82	+1.18**	1.83	2.67	+.84**
	3	27	26	27	2.07	3.01	+.94**	2.28	3.04	+.76**	1.94	2.75	+.81**
	4	29	29	28	2.99	3.95	+.96**	2.92	4.14	+1.22**	3.03	4.52	1.49**
	5	21	22	22	3.46	4.40	+.94**	3.70	4.93	+1.23	3.85	4.48	+.63*
	6	27	27	27	3.83	4.63	+.80**	4.14	5.29	+1.15**	3.58	4.63	1.05**
	7	19	19	18	4.62	5.58	+.96**	5.10	6.21	+1.11**	5.29	5.90	+.61*
	8	25	25	23	5.39	6.02	+.63**	5.85	6.58	+.73**	5.70	6.46	+.76
	9	8	8	8	6.75	7.20	+.45	7.15	8.05	+.90	7.05	7.48	+.43
	10	3	3	3	8.36	9.33	+.97	8.13	7.93	-.20	8.03	9.16	+1.13
	11	3	3	3	6.26	8.60	+2.34	8.06	8.73	+.67	7.16	9.16	+2.00
	12	3	3	3	6.90	9.90	+3.00	7.00	10.33	+3.33	6.76	10.13	+3.37
	Sp.Ed.	1	1	1	1.90	1.10	-0.80	2.40	2.50	+0.10	1.70	1.30	-0.40

*significant at $p \leq .05$ **significant at $p \leq .01$

Benton County School District

Test scores in reading and mathematics were analyzed for grades two and four through nine. The California Test of Basic Skills was utilized in this district. Two grade levels showed significant gains in mathematics, grades 5 and 6. The losses in grade 2, reading; grade 4, reading; and grade 9, reading and mathematics were primarily due to very small sample size. The significant gain in mathematics, grade 5 was of more than one year.

Coahoma County School District

The Stanford Achievement Test yielded scores in reading and mathematics for grades one through eight. Significant gains were made in reading for the following grades: grades 1, 5, 7, and 8. In mathematics, significant gains were made in grades 1, 3, 4, 5, 6 and 7. The following significant gains of more than one year were noted: reading, grades 5, 7, and 8 and mathematics, grade 1. One-half of the grade levels showed significant gains in reading and three-fourths, in mathematics.

Greenwood Municipal Separate School District

Scores in all three areas were reported for students in grades two through twelve, based on the California Achievement Test. Significant gains in reading were made in grades 2, 3, 4, 5, 6, 7, and 8. In mathematics, significant gains were made in grades 2, 3, 4, 5, 6, 7, 8, 9, and 11. Grades 2, 3, 4, 6, 7, and 9, language arts revealed significant gains.

Gains of more than one year were made in reading, grades 7 and 8; mathematics, grades 3 and 5; and language arts, grades 2, 3, 6, and 7. Over one-half of the grade levels in all 3 curriculum areas showed significant gains.

Hancock-Harrison Cooperative Program

The Peabody Individual Achievement Test was given to grades one through seven in reading and mathematics. Significant gains were made in reading, grade 1 and mathematics, grade 3. The loss in reading, grade 5 and no difference in reading, grade 7 were due to the very small sample sizes.

Holmes County School District

Test scores for reading and mathematics are reported for grades two through nine and for reading, grade 10. The California Achievement Test was administered in this district. Significant gains in reading were made in grades 2, 3, 4, 5, 6, 8, and 9. In grades 4, 5, 6, 8, and 9, the gains were more than one year. Significant gains in mathematics were made in grades 3, 4, 5, and 7. In grades 4, 5, and 7, the gains were more than one year. The loss in mathematics, grade 6 was based on a sample size of 1, as was the no difference in reading, grade 10. Over three-fourths of the grades showed significant gains in reading as did one-half of them in mathematics.

Humphreys County School District

The Science Research Associates (SRA) Achievement Tests were given in grades two through nine and the Iowa Test of Educational Development was given to grades ten and eleven. Scores are reported for reading and mathematics. Significant gains were made in reading, grades 2, 3, 4, 6, and 7. The gains in grades 6 and 7 were more than one year. In mathematics, significant gains were made in grades 2, 3, 4, 5, 6, and 7. The loss in mathematics, grade 10 may be attributed to the small sample size, as may the no difference in mathematics, grade 11. One-half of all grade levels showed significant gains in reading, while three-fifths showed significant gains in mathematics.

Jackson County Cooperative Program

The Jackson County Cooperative Program administered the Peabody Individual Achievement Test to their students. Data were available for all three areas of reading, mathematics, and language arts in grades two through seven. Language Arts scores were not available in grade 4. Significant gains were made in reading for grades 2, 5, and 7, with the gains in grades 5 and 7 being more than one year. In mathematics, significant gains were made in grades 2, 3, 4, and 5. Grades 2, 3, and 7 showed significant gains in language arts, with the gain in grade 2 being more than one year. One-half of the grade levels showed significant gains in reading and language arts and two-thirds, in mathematics.

Jones County School District

The California Achievement Test yielded scores for grades one through seven in the areas of reading, language arts, and mathematics. Significant gains were made in grades 1, 2, 3, and 5, reading. In mathematics, grades 2, 3, 4, and 6 made significant gains. Grades 2, 3, 4, and 6 made significant gains in language arts. Mathematics, grade 6 and language arts, grades 2, 3, and 4 had significant gains of more than one year. Over one-half of the grade levels showed significant gains in all three curriculum areas.

Leflore County School District

Grades two through eleven and special education provided test scores in the curriculum areas of reading, mathematics, and language arts. Based on the California Achievement Test, significant gains were recorded in the following areas: reading, grades 2, 3, 5, 6, and 9; mathematics, grades 2, 3, 4, 5, and 8; language arts, grades 2, 3, 5, 7, 8, and 9. Losses occurred in all three curriculum areas for grade eleven. This may be attributed to the small sample size. Several grades recorded significant gains of more than one year. These were grade two, mathematics and language arts, and grade three, mathematics and language arts. Nearly one-half of all grade levels showed significant gains in reading and mathematics. Over one-half showed significant gains in language arts.

Scott County School District

Scott County provided data for the curriculum areas of reading and mathematics. California Achievement Test scores were analyzed for grades one through eight. Analysis revealed significant gains in reading, grades 1, 2, 3, 6, 7, and 8 and mathematics, grades 1, 2, 3, 4, 5, 6, and 7. Gains of more than one year were recorded for grade one, reading and mathematics and grade two reading. Three-fourths of the grade levels had significant gains in reading while seven-eighths had significant gains in mathematics.

Western Line Consolidated School District

Grades one through three had available reading scores and grades four through eleven had available scores in reading and mathematics. Scores were analyzed and significant gains were recorded for the following areas: reading, grades 1, 2, 3, 5, 6, 8, and 9; mathematics, grades 4, 5, 6, 8, and 10. There was no difference between the pre- and post-mean for grade 7, mathematics. Over one-half of the grade levels had significant gains in reading and mathematics.

Yazoo City Municipal Separate School District

The Stanford Achievement Test was administered in Yazoo City. Reading scores were available for grades two through nine. All grade levels recorded highly significant gains in this school system. Grade nine had a gain of greater than one year.

Yazoo County and Holly Bluff
Cooperative Program

Data were available for all three curriculum areas in grades one through twelve and special education. Scores were analyzed and significant gains noted for the following areas: reading, grades 2, 3, 4, 5, 6, 7, and 8; mathematics, grades 2, 3, 4, 6, 7, and 8; language arts, grades 2, 3, 4, 5, 6, and 7. Losses occurred in grade one, language arts, grade 10, mathematics, and special education, reading and language arts. These losses may be attributed to the very small sample sizes. Over one-half of the grade levels showed significant gains in reading. Nearly one-half of the grade levels showed significant gains in mathematics and language arts.

Summary

Achievement test data from thirteen school districts were analyzed for significant differences between pre- and post-test means. Six of the thirteen districts had pre-to-post gains for all the grade levels in all curriculum areas tested. Seven school districts showed pre-to-post losses in the grade means. However, six of these districts had losses that could be attributed to small sample size (7 or less).

Ten of the thirteen school districts had significant gains in reading for one-half or more of their grade levels. Of these ten districts, three had significant reading gains in three-fourths or more of their grade levels. One additional school district had significant reading gains in nearly one-half of its grade levels.

In the area of math, eight of twelve districts had significant gains in one-half or more of their grade levels. Three of these eight had significant gains in three-fourths or more of their grade levels. An additional two districts had significant gains in nearly one-half of their grade levels.

Five school districts had achievement test scores for language arts. Four of them had significant gains in one-half or more of their grade levels. In addition, one district had significant gains in nearly one-half of its grade levels.

Affective Data

Research has shown that affective variables may be related to academic performance. Therefore these variables, such as self-concept, should be monitored in the evaluation of special education programs.

The Piers-Harris Self Concept Scale was used to assess positive versus negative self-concept in 11 of the 13 migrant education programs. Sharkey-Issaquena and Clarksdale Municipal Separate School Districts were not included in this phase of the evaluation. The Piers-Harris Self Concept Scale is a self-report instrument designed to reflect attitudes children have about themselves. The scale consists of eighty items divided into six factors or subtests. Each factor contains items pertaining to a particular phase or aspect of the child's life. For the purposes of this evaluation only two of the factors were used: Factor II: Intellectual and School Status and Factor V: Popularity. The items are presented as simple declarative statements. The child responds "yes" or "no" to each item, based on how he feels about himself. The test scores can vary from 0 to 12 on Factor V and from 0 to 18 on Factor II. Total test scores can have a range of 0-26. The median score on the test is 13.

The Piers-Harris was administered to three groups of fourth graders. One group consisted of approximately 20 migrant students, the second group consisted of approximately

20 Title I non-migrant students, and the third group was made up of approximately 20 regular classroom students. Regular students were neither Title nor migrant students.

The number of students in each group varied somewhat according to the size of the school district and availability of students.

The scale was administered twice, initially in October, 1976, and again in April, 1977.

Summary

As seen in Table XXII, significant differences among the three groups were found in Leflore County favoring the Title I subjects and in Jackson County favoring the regular subjects. In all other programs no statistical differences were found in self-concept among the three groups of students. This suggests that migrant children, on the whole, have no poorer self-concepts than do children in Title I programs and those classified, in this study, as regular fourth grade students.

The correlated t-tests showed that all subjects in Holmes County had a lower self-concept on the post testing than on the pre. In Yazoo City the migrant subjects showed a significant gain from pre- to post-testing.

Table XXII
Results of Piers-Harris
Self-Concept Scale by District

District	Date	Total Tested	Migrant Mean	Title I Mean	Regular Mean	Total Mean	F-Ratios	Correlated All Subjects	t-test Migrant Only
Coahoma County	October, 1976	39	17.2308	19.2308	20.3077	18.9231	2.240	-0.11	0.11
	April, 1977	35	17.4000	19.6667	20.1538	19.2000	1.295		
Greenwood Municipal	October, 1976	40	19.2142	19.8462	20.0769	19.7000	0.156	0.78	0.60
	April, 1977	40	18.2857	18.0000	20.6923	18.9750	2.074		
Hancock-Harrison Cooperative	October, 1976	45	17.0588	16.0909	18.8824	17.5111	0.923	-0.68	-0.03
	April, 1977	45	17.1176	18.3636	19.1765	18.2000	1.273		
Holmes County	October, 1976	61	20.0909	21.5263	20.9500	20.8197	1.205	3.12**	1.75
	April, 1977	61	18.5455	19.2632	19.5500	19.0984	0.403		
Humphreys County	October, 1976	56	18.2353	20.2632	19.6500	19.4286	1.613	1.56	-0.36
	April, 1977	56	18.7059	18.4211	18.2000	18.4286	0.093		
Leflore County	October, 1976	53	17.8667	16.9500	19.0000	17.9057	1.621	-1.93	0.21
	April, 1977	53	17.6000	19.9000	19.3889	19.0755	3.356*		
Jackson County Cooperative	October, 1976	29	17.2857	13.7778	17.0769	16.1034	0.773	-1.67	0.22
	April, 1977	29	16.1429	18.1111	21.0769	18.9655	3.533*		
Scott County	October, 1976	57	15.8182	19.2941	18.6667	17.7544	2.741	0.57	-1.32
	April, 1977	49	17.7143	17.5882	18.1111	17.8163	0.064		

Table XXII

(cont.)

District	Date	Total Tested	Migrant Mean	Title I Mean	Regular Mean	Total Mean	F-Ratios	Correlated All Subjects	t-test Migrant Only
Western Line	October, 1976	48	17.8571	17.2500	19.1111	18.1250	0.614	0.61	0.10
	April, 1976	48	17.6429	17.8125	17.2778	17.5625	0.094		
Yazoo City Municipal	October, 1976	38	15.6667	18.9231	18.0769	17.6053	1.763	-0.58	-2.44*
	April, 1977	38	18.8333	19.6923	16.1538	18.1105	3.149		
Yazoo County/ Holly Bluff	October, 1976	57	18.3810	15.3889	17.1667	17.0526	1.935	-0.85	-0.14
	April, 1977	57	18.5714	16.3333	18.5000	17.8421	1.560		

* significant at $p < .05$ ** significant at $p \leq .01$

Attitude Data Toward the Program

This year attitude and demographic data were collected from personnel of the three new projects: Benton County, Jones County, and Quitman County. Since there were so few changes in personnel from last year among the thirteen districts it was decided that collecting data on the continuing projects would yield no useful results.

Questionnaires were given to migrant coordinators, teachers, principals, clerks, home visitors, and health care personnel. All questionnaires can be found in the Appendix.

Migrant Coordinators' Data

All three coordinators reported at least 5 years of previous job experience related to their current positions. They all received workshop training designed to prepare them specifically for directing migrant projects.

All three coordinators affirmed that the goals and objectives of the state migrant program had been met in their respective projects. All three expressed that available materials and personnel would improve over time. One coordinator cited the additional goal of encouraging community involvement of migrant students and their families.

The following problems encountered by the three coordinators were:

- 1) understanding and cooperation of parents
- 2) scheduling of migrant classes within schools
- 3) increased community support and participation

Migrant Clerk Data

All three new projects had funds available for a migrant clerk. This position involved record keeping, communication with the terminal center, and other clerical duties related to the migrant program.

All three clerks were new to the position, having spent less than one year as a migrant clerk. Previous positions held by these clerks included receiving clerk, cafeteria manager, and home visitor. The questionnaire administered to the new clerks can be found in the Appendix. Questions four through six dealt with terminal operations and communication. Two of the three clerks reported that they waited less than one week before receiving requested information from the terminal center. The third clerk reported a waiting period of one to two weeks. All three clerks reported very good communication with the terminal center. Two out of three clerks rated overall terminal performance as good, and one clerk reported superior performance.

The following suggestions were made by the migrant clerks concerning future improvement of the migrant projects:

- 1) improved communication with migrant parents
- 2) more cooperation from parents
- 3) more workshops to acquire new ideas from other migrant projects.

Home Visitors' Data

Four home visitors were given questionnaires on the migrant programs. Three visitors had no previous experience in the field of education, but believed they received adequate training for the job.

The following were stated as main purposes of home visits:

- 1) to enroll or recruit new students
- 2) to check on absenteeism
- 3) to check on health problems
- 4) to deliver clothing, books, and other needed items.

All four home visitors indicated parents were receptive to home visits and that referrals were adequately followed up. One home visitor stated that travel funding was not adequate for conducting an efficient home visitation program.

The home visitors reported the following as primary reasons for migrant absenteeism:

- 1) illness
- 2) parental indifference
- 3) student indifference
- 4) kept home to help with housework and younger siblings
- 5) lack of adequate clothing
- 6) inclement weather

The following chart indicates the number of home visits made in each new district for documentation and attendance counseling purposes.

Home Visits

	Benton County	Jones County	Quitman County
Documentation	35	30	59
Attendance			
Counseling	20	5	127
Total	55	35	186

Nurse and Nurses' Aide Data

One nurse and two nurses' aides were given questionnaires concerning health services in the three new programs.

The nurse was in charge of administration of personnel, health screenings of migrant children, rendering health services to migrant children, and making referrals to doctors and/or appropriate agencies. She was also responsible for Title I health care and her migrant duties were funded by Title I, ESEA. One nurses' aide also served as the migrant clerk in her district. Both nurses' aides provided transportation to and from doctors, health care agencies, etc.

One aide and the nurse stated that the health form for use on the terminal was adequate. The nurse and one aide reported they had access to a file of agencies where students could be referred for treatment. One nurses' aide stated she visited between eleven percent and twenty-five percent of the migrant homes. The other aide visited between seventy-six percent and one hundred percent of the migrant homes.

Teachers and Teachers' Aides Data

Seven teachers and two teachers' aides were interviewed and given a questionnaire concerning their duties with respect to the operation of the migrant program. Their responses to the questionnaire can be found in Table XXIII.

The majority of migrant teachers were new to the field of education as well as to the migrant education program. Over fifty percent had taught less than seven years.

All of the migrant teachers were provided with a special classroom for use with migrant students, and seventy-one percent of the teachers indicated that materials, equipment, and supplies were adequate.

Seventy-one percent of teachers reported that no teacher aides were employed in their program. Seventy-one percent of the teachers indicated they needed at least one aide in order to function more efficiently.

While the majority of teachers and aides had not received special training for teaching migrant students eighty-six percent did receive some type of inservice training. Of this eighty-six percent, seventy-one percent stated that the training was adequate.

The following suggestions were made by the teachers and aides as ways of improving the migrant education program:

- 1) more inservice training for teachers
- 2) teachers and aides should work together in the classroom situation instead of going to separate schools
- 3) more teachers' aides

Table XXIII

Analysis of Teachers' Questionnaire Data

Total interviewed: 7

3. Total years teaching experience:

1-3, 3 (42%); 4-6, 2 (29%); 7-10, 2 (29%); 11-15, 0 (0%);
16-20, 0 (0%); more than 20, 0 (0%)

4. Total years teaching migrant students:

less than 1 year, 7 (100%); 1-3, 0 (0%); 4-8, 0 (0%)

5. Adequate materials and supplies:

yes, 5 (71%); no, 2 (29%)

6. Special classroom provided:

yes, 7 (100%); no, 0 (0%)

7. Easy access to records:

yes, 7 (100%); no, 0 (0%)

8. Materials for migrant students:

different, 0 (0%); similar, 7 (100%); identical, 0 (0%)

9. Number of aides:

none, 5 (71%); one, 2 (29%)

10. Number of aides needed:
none, 1 (14%); one, 5 (71%); no response, 1 (14%)
11. Person consulted for assistance:
principal, 1 (14%); supervisor, 2 (29%); classroom teachers, 4 (57%)
12. Large number of communication with Coordinator:
yes, 5 (71%); no, 2 (29%)
13. Vicarious experiences provided for migrant students:
yes, 5 (71%); no, 2 (29%)
- 14.a. Percent of migrant parents seen:
less than 10%, 5 (71%); 51-75%, 1 (14%); 76-100%, 1 (14%)
- b. Home visits made:
none, 6 (86%); a few, 1 (14%)
15. Parents' attitude toward teachers:
mostly on their side, 5 (71%); adversaries, 0 (0%);
no chance to observe, 2 (29%)
16. Professional training:
- | | Yes | No |
|-----------------------|-----|-----|
| Culturally deprived | 14% | 86% |
| Slow learners | 29% | 71% |
| Gifted children | 29% | 71% |
| Learning disabilities | 29% | 71% |
| Migrant children | 14% | 86% |
- 17.a. Received inservice training for migrant education:
yes, 6 (86%); no, 1 (14%)
- b. Was the training adequate:
yes, 5 (71%); no, 1 (14%); no response, 1 (14%)

Principals' Data

Twenty principals from the three new projects filled out a questionnaire concerning the migrant program. This questionnaire was similar to the one provided to the migrant coordinators. Principals' responses to the questionnaire are found in Table XXIV.

Thirty-five percent of the principals had been employed in the field of education for more than twenty years and twenty-five percent had been in the field from 16 to 20 years.

One hundred percent of the principals reported a satisfactory working relationship with the migrant coordinator.

Table XXIV

An Analysis of Principals' Questionnaire Data

Total interviewed: 20

2.a. Years in education:

1-3, 1 (5%); 4-6, 2 (10%); 7-10, 4 (20%); 11-15, 1 (5%);
16-20, 5 (25%); more than 20, 7 (35%)

b. Years as administrator:

1-3, 6 (30%); 4-6, 5 (25%); 7-10, 1 (5%); 11-15, 3 (15%);
16-20, 2 (10%); more than 20, 3 (15%)

3. Years in present position:

1-3, 12 (60%); 4-6, 3 (15%); 7-10, 2 (10%); 11-15, 2 (10%);
16-20, 1 (5%); more than 20, 0 (0%)

4. Years working with migrants:

Less than 1 year, 18 (90%); 1-3, 2 (10%); 4-8, 0 (0%)

5. Evaluate migrant teachers:

Never, 6 (30%); once a year, 3 (15%); twice a year, 7 (35%);
more than twice a year, 4 (20%)

6. Satisfactory working relationship with migrant
coordinators:

Yes, 20 (100%); No, 0 (0%)

7. Input in selection of teaching materials:

Yes, 8 (40%); No, 11 (55%); no response, 1 (5%)

8. Bilingual migrants:

Yes, 2 (10%); No, 18 (90%)

9. Direct contact with migrant parents:

Yes, 12 (60%); No, 8 (40%)

10. Special instructional services:

Yes, 3 (15%); No, 17 (85%)

CHAPTER III

PROGRAM COST ANALYSIS

The expenditures for the 16 migrant programs for academic year 1976-1977 are presented in this chapter. The expenditures are categorized into areas of administration, attendance (supportive), health services, instruction, fixed charges and operation of plant. Indirect costs were not used in the cost analysis as these were negotiated rates between the State Department of Education and the local school district.

The methodology used in computing the program cost was as follows:

1. Identify all monies expended on administration and staff, including fixed charges, that were applicable to all students in the program, e.g. the migrant clerk's salary.
2. Identify all monies expended for a particular educational program, e.g. reading. These would include salaries for reading teacher/tutor, supplies and materials for reading, etc.
3. Once all monies expended have been categorized by program or function, the administrative and general expenses were prorated to the appropriate program based upon the number of pupils served in the program and the amount of time spent by the person involved in that particular program.

Limitations exist in this type analysis, especially in the 1000 (instructional) category. Some school districts do not keep separate records for the curriculum areas of reading and mathematics. When this occurred, the program director was consulted as to the best estimate for expenditures in these categories.

Some districts handle all health services through the Title I nurses where others hire their own Migrant nurses. This causes a comparative discrepancy in health service expenditures when not taken into consideration.

The major problem in presenting a detailed cost analysis for 1976-77 was the inconsistency as to what expenses were categorized as "Purchased Services." Categories such as travel, testing, in-service for staff training, medical, dissemination of information and care and up-keep of buildings were placed under this expenditure object. Follow-up letters and telephone calls were used to gather additional data to further delineate these conglomerate categories.

With these limitations inherent, the following program cost analyses are presented.

Benton County School District

Benton County began a migrant project in January, 1977. One teacher/tutor provided instruction in reading and mathematics for 42 migrant students. The program also provided services in attendance counseling and health care.

The total budget for 1976-1977 was \$9,511.00. The costs were prorated as follows:

Categories	Reading	Attendance	Health
Salaries	\$4,478.00	\$1,111.00	\$1,111.00
Fixed Charges	576.00	143.00	142.00
Instructional Supplies	500.00		
Purchased Services			50.00
Travel	67.00	367.00	66.00
Office Supplies	34.00	333.00	533.00
Totals	\$5,655.00	\$1,954.00	\$1,902.00

Clarksdale Municipal Separate School District

The Clarksdale migrant project provided health and supportive services to migrant students in grades one through twelve. A pilot program in career awareness was developed for students in grades six through nine.

The 1976-77 budget was \$25,559.00. The costs were delineated as shown on the following page.

Coahoma County School District

Seven teacher/tutors provided instruction in reading and mathematics for migrant students in this program. Health and attendance services were also

provided to migrant students.

The total budget for 1976-77 was \$82,122.00 with the costs prorated as shown below.

Clarksdale Municipal Separate School District

Categories	Health	Counseling	Attendance
Salaries	\$3,611.00	\$7,233.00	\$7,212.00
Fixed Charges	474.00	948.00	942.00
Travel	514.00	222.00	317.00
Medical and Dental	515.00		
In-Service	717.00	717.00	717.00
Supplies		1,408.00	12.00
Totals	\$5,831.00	\$10,528.00	\$9,200.00

Coahoma County School District

Categories	Reading	Mathematics	Attendance	Health
Salaries	\$31,610.33	\$31,610.33	\$3,250.00	\$1,083.34
Fixed Charges	4,051.83	4,051.83	418.00	139.34
Instructional Supplies	1,538.00	1,538.00	56.00	
Office Supplies	36.00	36.00	36.00	36.00
Travel	376.67	376.67	1,076.66	175.00
Purchased Supplies				68.00
In-Service	396.00			
Telephone	40.50	40.50	40.50	40.50
Totals	\$38,049.33	\$37,653.33	\$4,877.16	\$1,542.18

Greenwood Municipal Separate School District

Reading and mathematics were taught to migrant students by eight teacher/tutors. Programs were provided in special education, speech therapy, health and attendance.

The total budget for 1976-77 was \$66,622.00. The distribution of funds, by expense category, is presented on the following page.

Hancock-Harrison Cooperative Program

Three teacher/home visitors provided instruction in reading and mathematics to migrant children in the program. Programs were also provided for pre-school children with a health component for all children. A psychometrist provided testing and individualized instruction. The budget for 1976-77 was \$54,132.00. The program costs are distributed as shown on page 135.

Holmes County School District

Instruction in reading and mathematics was provided by eight teacher/tutors. Two speech therapists were available to help children with speech impediments. Attendance and guidance services were also provided.

The total budget for the program was \$110,830.00. The costs are delineated as shown on page 135.

Greenwood Municipal Separate School District

Categories	Reading	Mathematics	Speech	Special Education	Attendance	Health
Salaries	\$18,099.50	\$18,099.50	\$1,936.00	\$4,762.00	\$2,322.00	\$1,822.00
Fixed Charges	2,326.50	2,235.50	249.00	600.00	298.00	234.00
Instructional Supplies	1,664.75	1,664.75	464.75	464.75		100.00
Telephone	25.00	25.00	25.00	25.00	25.00	25.00
Dissemination	50.00	50.00	50.00	50.00	50.00	50.00
Office Supplies	167.00	167.00	167.00	167.00	166.00	166.00
Travel	82.50	82.50	100.00	100.00	225.00	225.00
Testing	133.75	133.75	133.75	133.75		
In-Service	510.25	510.25	510.25	510.25		
Purchased Services						1,900.00
Welfare Services	423.00	423.00	423.00	423.00	423.00	423.00
Totals	\$23,482.25	\$23,481.25	\$4,058.75	\$7,145.75	\$3,509.00	\$4,945.00

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Hancock-Harrison Cooperative Program

Categories	Reading	Mathematics	Pre-School	Health
Salaries	\$8,373.50	\$8,371.50	\$8,371.50	\$1,783.00
Fixed Charges	1,126.00	1,126.00	1,124.00	194.00
Instructional Supplies	2,298.00	2,298.00	2,298.00	
Office Supplies	409.00	409.00	409.00	409.00
Travel	1,456.00	1,455.00	1,453.00	255.00
Purchased Supplies				4,427.00
Telephone	150.00	150.00	150.00	150.00
Welfare Services	981.00	981.00	981.00	981.00
In-Service	334.00	333.00	333.00	
Capital Outlay	141.00	141.00	141.00	141.00
Totals	\$15,268.50	\$15,262.50	\$15,260.50	\$8,340.50

Holmes County School District

Categories	Reading	Mathematics	Speech	Attendance
Salaries	\$31,544.50	\$31,544.50	\$10,458.00	\$2,726.00
Instructional Supplies	3,250.00	3,250.00	1,000.00	2,200.00
Telephone	75.00	75.00	75.00	75.00
Dissemination	250.00	250.00	250.00	250.00
Travel	1,000.00	1,000.00	1,900.00	2,000.00
In-Service	550.00	550.00	550.00	550.00
Testing	150.00	150.00		
Totals	\$43,552.50	\$43,550.50	\$15,576.00	\$8,151.00

Humphreys County School District

Three teacher/tutors provided instruction in reading and mathematics. Humphreys County also provided a kindergarten program and attendance and health services.

The budget for 1976-77 was \$45,676.00. The costs are categorized on the following page.

Jackson County Cooperative Program

Teacher/tutorial services were provided to migrant students in the areas of reading, mathematics, and language arts. The program also provided attendance and health services for migrant children.

The 1976-77 budget was \$90,839.00. Program costs are presented on the following page.

Jones County School District

The migrant program in Jones County began in January, 1977. Three teacher/tutors provided instruction in reading, language arts, and mathematics. The program also provided services in attendance and health.

The budget for 1976-77 was \$33,248.00. The costs, by expense category, are given on page 138.

Humphreys County School District

Categories	Reading	Mathematics	Kindergarten	Attendance	Health
Salaries	\$4,787.50	\$9,837.50	\$7,800.00	\$5,100.00	\$1,575.00
Fixed Charges	873.00	1,264.00	1,002.00	655.00	202.00
Instructional					
Supplies	800.00	1,600.00	800.00	600.00	
Dissemination	80.00	80.00	80.00	80.00	80.00
Telephone	70.00	70.00	70.00	70.00	70.00
Snacks			1,080.00		
Purchased					
Services					1,369.00
Travel	292.00	492.00	291.00	1,500.00	681.00
Tuition	162.50	162.50			
Totals	\$9,065.00	\$13,506.00	\$11,123.00	\$8,005.00	\$3,977.00

Jackson County Cooperative Program

Categories	Reading	Mathematics	Language Arts	Attendance	Health
Salaries	\$19,535.00	\$19,533.00	\$19,533.00	\$14,745.00	
Fixed Charges	2,511.00	2,510.00	2,509.00	1,895.00	
Instructional					
Supplies	573.00	573.00	572.00		
Capital Outlay	237.00	237.00	236.00		
Travel	680.00	680.00	680.00	3,100.00	
Purchased					
Services					\$500.00
Totals	\$23,536.00	\$23,533.00	\$23,530.00	\$19,740.00	\$500.00

Jones County School District

Categories	Reading	Mathematics	Language Arts	Attendance	Health
Salaries	\$5,818.00	\$5,817.00	\$5,815.00	\$7,500.00	
Fixed Charges	749.00	748.00	746.00	527.00	
Instructional					
Supplies	567.00	567.00	566.00	222.00	
Travel	97.00	97.00	96.00	1,326.00	
Purchased					
Services					\$800.00
In-Service	397.00	397.00	396.00		
Totals	\$7,628.00	\$7,626.00	\$7,619.00	\$9,575.00	\$800.00

Leflore County School District

Thirteen teacher/tutors provided instruction in reading, mathematics, and art. A pre-school program was provided as well as health and attendance services.

Leflore County operated the largest program in terms of students documented and money budgeted. The budget was \$248,330.00 and was prorated as shown on the following page.

Quitman County School District

Quitman County began a migrant education program in January, 1977. Two teacher/tutors provided reading instruction for migrant students. The program also provided services in attendance and distributed books and clothing. A pre-school program served 12 migrant children.

The 1976-77 budget was \$29,914.00. The program cost categories are shown on the following page.

Scott County Cooperative Program

Instruction in reading and mathematics was provided by nine teacher/tutors to migrant children in this program. The district also provided limited services in the areas of attendance and health.

The total budget for the Scott County Cooperative was \$59,695.00. The distribution of these funds is shown on page 141.

Leflore County School District

Categories	Reading	Mathematics	Art	Pre-School	Health	Attendance
Salaries	\$55,099.50	\$55,099.50	\$12,608.00	\$21,721.00	\$18,937.00	\$28,608.00
Fixed Charges	7,053.00	7,053.00	1,637.25	2,803.25	2,447.25	3,685.25
Travel	1,260.75	1,260.75	1,260.75	1,432.75	1,083.00	1,950.00
Services					1,673.00	
Maintenance	435.00	435.00	435.00	435.00	435.00	435.00
Snacks				84.00		
Dissemination	565.00	565.00	565.00	565.00	565.00	565.00
Instructional						
Supplies	6,306.00	6,306.00	576.00	2,385.00		
Totals	\$70,719.25	\$70,719.25	\$17,082.00	\$29,426.00	\$25,140.25	\$35,243.25

Quitman County School District

Categories	Reading	Pre-School	Attendance	Health
Salaries	\$7,528.25	\$3,941.25	\$5,328.25	\$1,641.25
Fixed Charges	967.25	505.25	685.25	211.25
Testing	100.00	100.00		
Instructional				
Supplies	1,168.00	908.00		
Travel	102.00		883.00	
Office Supplies				
and materials	74.50	74.50	151.50	249.50
Purchased				
Services				4,266.00
In-Service	185.00	185.00	185.00	185.00
Capital Outlay	29.75	29.75	29.75	29.75
Dissemination	17.50	17.50	17.50	17.50
Totals	\$10,172.25	\$5,761.25	\$7,280.25	\$6,700.25

Scott County Cooperative Program

Categories	Reading	Mathematics	Health	Attendance
Salaries	\$24,679.40	\$17,885.60		
Fixed Charges	3,171.00	2,298.00		
Travel	237.50	237.50	\$237.50	\$237.50
Instructional Supplies	4,250.00	2,750.00		500.00
Office Supplies	187.50	187.50	187.50	187.50
Telephone	150.00	150.00	150.00	150.00
Testing	100.00	100.00		
Dissemination	150.00	150.00	150.00	150.00
Purchased Services			1,061.00	
Totals	\$32,925.40	\$23,758.60	\$1,786.00	\$1,225.00

Sharkey-Issaquena Line Consolidated School District

Supportive services, health and transportation, were provided for migrant students. Tutorial instruction was not a part of the migrant program.

The total budget for 1976-77 was \$311.00 with the following categories:

Categories	Health Services
Medical	\$195.00
Dental	72.00
Travel	44.00
Total	\$311.00

Western Line Consolidated School District

One teacher/tutor instructed migrant students in reading and mathematics. The district also provided speech therapy services and general health services.

The operating budget for 1976-77 was \$23,029.46. The costs are broken into categories as follows:

Categories	Reading	Mathematics	Speech	Health
Salaries	\$5,145.30	\$5,145.29	\$2,407.22	
Fixed Charges	661.17	661.16	309.32	
Instructional Supplies	159.00	159.00	1,038.00	\$515.00
Travel	487.75	487.75	587.75	487.75
Purchased Services				4,000.00
Telephone	125.00	125.00	125.00	125.00
Maintenance	29.00	29.00	29.00	29.00
Office Supplies	81.00	81.00		
Totals	\$6,688.22	\$6,688.20	\$4,496.29	\$5,156.75

Yazoo City Municipal Separate School District

One teacher/tutor provided instruction in reading for migrant students at the elementary and junior high level. Limited health services were also provided to students in the district.

The operating budget for 1976-77 was \$13,439.00. Program costs were divided among the following categories:

Categories	Reading	Attendance	Health
Salaries	\$5,827.00	\$1,333.00	\$ 333.00
Fixed Charges	749.00	153.00	43.00
Travel		278.00	
Instructional Supplies	2,030.00		
Testing	400.00		
Maintenance	67.00	67.00	67.00
Office Supplies		385.00	494.00
Purchased Supplies			614.00
In-Service	100.00	100.00	100.00
Dissemination	100.00	100.00	100.00
Totals	\$9,273.00	\$2,416.00	\$1,750.00

Yazoo County-Holly Bluff Line Consolidated Cooperative

Five teacher/tutors provided instruction in reading and mathematics. Health, attendance, and social services were provided for migrant students in grades one through twelve.

The total budget for 1976-77 was \$91,849.00.

The program costs are delineated as follows:

Categories	Reading	Mathematics	Attendance	Health
Salaries	\$31,440.00	\$31,440.00	\$5,143.00	\$2,850.00
Fixed Charges	4,039.75	4,039.75	661.25	366.25
Testing	400.00	400.00		
Dissemination	50.00	50.00	50.00	50.00
Travel	75.00	75.00	1,707.00	75.00
In-Service	34.25	34.25	34.25	34.25
Maintenance	75.00	75.00	75.00	75.00
Office supplies and materials	100.00	100.00	800.00	500.00
Purchased Services				2,000.00
Instructional Supplies	2,500.00	2,500.00		
Totals	\$38,714.00	\$38,714.00	\$8,470.50	\$5,950.50

SUMMARY

All programs by school district or cooperative are given in Table XXV with their corresponding costs.

District totals ranged from a high of \$248,330.00 in Leflore County to a low of \$311.00 in Sharkey-Issaquena Line Consolidated School District.

The cost for reading instruction was highest at \$334,728.70. The total amount for all program expenditures, excluding indirect costs, was \$985,106.46.

Table XXV

Summary of Program Costs by District

District	Reading	Mathematics	Language Arts	Health	Attendance
Benton	\$ 5,655.00			\$ 1,902.00	\$ 1,954.00
Clarksdale				5,831.00	9,200.00
Coahoma	38,049.33	\$ 37,653.33		1,542.18	4,877.16
Greenwood	23,482.25	23,481.25		4,945.00	3,509.00
Hancock/Harrison	15,268.50	15,262.50		8,340.50	
Holmes	43,552.50	43,550.50			8,151.00
Humphreys	9,065.00	13,506.00		3,977.00	8,005.00
Jackson	23,536.00	23,533.00	\$23,530.00	500.00	19,740.00
Jones	7,628.00	7,526.00	7,619.00	800.00	9,575.00
Leflore	70,719.25	70,719.25		25,140.25	35,243.25
Quitman	10,172.25			6,700.25	7,280.25
Scott	32,925.40	23,758.60		1,786.00	1,225.00
Sharkey/Issaquena				311.00	
Western Line	6,688.22	6,688.20		5,156.75	
Yazoo City	9,273.00			1,750.00	2,416.00
Yazoo County	38,714.00	38,714.00		5,950.50	8,470.50
Totals	\$334,728.70	\$304,492.63	\$31,149.00	\$74,632.43	\$119,646.16

Table XXV
(Continued)

District	Speech	Special Education	Art	Pre-School	Totals*
Benton					\$ 9,511.00
Clarksdale					25,559.00**
Coahoma					82,122.00
Greenwood	\$ 4,058.75	\$7,145.75			66,622.00
Hancock/Harrison				\$15,260.50	54,132.00
Holmes	15,576.00				110,830.00
Humphreys				11,123.00	45,676.00
Jackson					90,830.00
Jones					33,248.00
Leflore			\$17,082.00	29,426.00	248,330.00
Quitman				5,761.25	29,914.00
Scott					59,695.00
Sharkey/Issaquena					311.00
Western Line	4,496.29				23,029.46
Yazoo City					13,439.00
Yazoo County					91,849.00
Totals	\$24,131.04	\$7,145.75	\$17,082.00	\$61,570.75	\$985,106.46

*Does not include indirect costs

**Clarksdale spent \$10,528.00 in counseling (career awareness) services

CHAPTER IV

IN-SERVICE AND DISSEMINATION

Information was obtained from each district concerning the type and amount of in-service education provided. Table XXVI shows which staff members participated, the number of meetings held, the purpose or topic of the meeting, and the location. Districts not found in the table did not participate in the in-service programs.

Aside from special in-service meetings all sixteen districts indicated that they held regular staff meetings for migrant personnel. These meetings were held weekly, monthly, or bimonthly, with the majority of districts holding monthly meetings.

There were three migrant conferences held this year. The Eastern Stream Migrant Conference was held in Atlanta, Georgia, March 14-17, 1977. The National Migrant Conference was held on May 1-4, 1977, in Seattle, Washington. The Mississippi Migrant Conference was held on August 1-3, 1977, in Jackson, Mississippi. All sixteen districts were represented at the State Conference in Jackson. The Mississippi Migrant program was represented at both the Eastern Stream Conference and the National Conference.

Table XXVI
In-Service Education by District

District	Staff Member	Dates of Meetings or Number of Meetings	Purpose or Topic	Location
Benton County	Clerk/Bookkeeper/ Coordinator	March, 1977	Instruction on Migrant forms	Walls, MS and Greenwood, MS
Clarksdale Separate	None	None	None	None
Coahoma County	Teachers	15	Remedial Reading	Local
Greenwood Separate	All	10	Information and Exchange of Ideas	Local
	Tutors/Directors	1	Instructional use of Tutorial Mini System	Local
	Tutors/Directors	1	Tutorial Procedures and use of Supplementary Materials	Local
	All	1	Orientation	Local
	Clerks	1	MSRTS Record Keeping	Terminal Center
	Director	2	Organizational Meeting	Jackson, MS
	Teachers	1	Instructional Techniques	Local
	Teachers	1	Mini Workshop	Local
	Speech Therapist	1	Autistic Children Workshop	Jackson, MS
	Contact Counselors	1	Child Abuse Workshop	Delta State Univ., Cleveland, MS

Table XXVI

(cont.)

District	Staff Member	Dates of Meetings or Number of Meetings	Purpose or Topic	Location
Hancock- Harrison Cooperative	Teachers	September, 1976	Instructional Skills and Teaching Aids	Gulfport
	Director	September, 1976	Transactional Analysis Workshop	Gulfport
	Clerks	October, 1976 February, 1977	MSRTS Record Keeping	Greenwood
Holmes County	Teachers	1	Orientation	Local
	Teachers	1	Reading Objectives	Local
	Teachers	2	Math Objectives	Local
	Teachers	1	Metric Education	Local
	Teachers' Aides	1	Role of Teachers' Aides	Local
Humphreys County	All	9	Review and Discuss Migrant Program	Local
	Clerks	2	Duties, Record Keeping	Terminal Center
	Teachers	1	Instructional Program	Local
Jackson County Cooperative	All	1	General Orientation	Local
	Teachers	1	Instructional Program	Local
	Teachers/Clerks	1	Record Keeping	Local
	All	1	Program Planning, Record Keeping	Local
	Teachers/Clerks	1	Testing, Evaluation, Teacher Feedback	Local
	Teachers/Clerks	1	Program Evaluation, Testing, Goals and Objectives	Local

Table XXVI

(cont.)

District	Staff Member	Dates of Meetings or Number of Meetings	Purpose or Topic	Location
Jones County	All	3	General Orientation	Local
	Clerk	3	Duties, Record Keeping	Terminal Center
	Teachers	2	Title I Math	Local
Leflore County	Teachers	20	Metric Education	Local
	Teachers	5	Lesson Planning	Local
	Teachers	8	Individual Instruction	Local
	Teachers	1	+10 Reading Program	Local
	Teachers	2	Achievement Testing	Local
	Terminal Operators and Teachers/Clerks	4	MSRTS	Local
	Teachers/Clerks	1	Master Enrollment- Withdrawal Record Keeping	Local
	Teachers	1	Individual Needs Identification	Local
	Teachers	2	Reading Skills	Local
	Teachers	2	Diagnostic Testing	Local
	Teachers	2	Prescriptions	Local
	Teachers	1	ETV	Local
Quitman County	Teachers/Supervisor	2	Orientation and Follow-up	Local
	Teachers	9	Overview of Materials, Methods, and Records	Local
	Attendance Worker/ Clerk- Health Aide	4	Orientation & Follow-up	Local
	Clerk-Health Aide/Nurse	3	Record Keeping	Terminal Center

Table XXVI

(cont.)

District	Staff Member	Dates of Meetings or Number of Meetings	Purpose or Topic	Location
Scott County Cooperative	All	3	Teacher-made Materials	Local
	All	1	Teacher-made Materials	Bay Springs
	All	1	Math Conference	Local
Western Line	Nurse	4	Health Codes on MSRTS	Leflore County Media Center
	Clerk	4	Documentation	Leflore County Media Center
	Teacher	1	Lesson Plans	Local
	Speech Therapist	1	Lesson Plans	Local
	Clerk	1	Lesson Plans	Local
Yazoo City Separate School District	All	2	Orientation	Local
	All	1	Methods and Teaching Techniques	Local
	All	1	Special Needs Identifi- cation	Local
Yazoo County/ Holly Bluff	All	1	In-Service	Local
	Clerk	1	In-Service	Greenwood
	All	5	Migrant Workshop	Local

DISSEMINATION

Twelve of the sixteen districts developed and disseminated some type of information concerning their program during 1976-77. Table XXVII indicates the name of publication, topic, or speech and the method of dissemination provided by each district. The various types of materials included brochures, newsletters, speeches, newspaper articles, and television programs.

Table XXVII

Dissemination Products by District

District	Name of Publication	Method of Dissemination
Benton County	Title I Migrant Program	Letters mailed to local businesses
Coahoma County	"Museum Tour for Migrant Children"	Clarksdale Press Register; November, 1976
	"Children of Migrant Workers Receive Special Attention in County Schools"	Clarksdale Press Register; May, 1977
Greenwood Separate School District	"Inservice Training" Dental Health Migrant Education	Brochure; 1976-77 Greenwood Commonwealth; March, 1977 Greenwood Commonwealth; May, 1977
Hancock-Harrison Cooperative	"Meet the Migrant" Lecture on Migrant Education	Newsletter; quarterly Baptist Young Women; January, 1977
Holmes County	Continuous coverage of migrant affairs	The Messenger The Lexington Advertiser The Durant News Holmes County Herald PTA meetings
	Oral presentation	County Advisory Board; May, 1977
	Oral presentation	

Table XXVII

(cont.)

District	Name of Publication	Method of Dissemination
Humphreys County	"Education on the Move"	Booklet; October, 1976
	"Local Migrant Student Wins State Art Contest"	Newspaper article; August, 1976
	"Humphreys County Schools Announce Dates of Migrant Summer School"	Newspaper article; May, 1977
Jones County	"Help us Find Jones County Migrant Students"	Brochure; April, 1977
	"The Jones County Schools Migrant Education Program"	Brochure; April, 1977
	"Supplementary Instruction Offered in Reading said 'Individualized'"	Leader-Call; April, 1977
Leflore County	"Dropout Seminar"	Starkville Daily, September, 1976
	"Why Most Important for School"	Commonwealth; November, 1976
	"Students, Parents Talk to Att. Counselors"	Newsletter; February, 1977
	"Bill Outlines Compulsory Education Plan"	Clarion Ledger; October, 1976
	"Her, Improbable Majesty Over Queen For A Day"	Booklet; April, 1977
	"Rural School Social Work"	Paper; May, 1977
	"Not Back to Basics"	Newsletter; April 1977
	"Art Program Stages Show"	Newsletter; April 1977
	Thirty minute presentation on Migrant Programs	WSWG-TV; March, 1977
Quitman County	Thirty minute presentation on Migrant Programs	WABG-TV; May, 1977
	"Quitman County Title I Dissemination Book"	Booklet; Spring, 1977
	"Migrant Kindergarten"	Brochure; Spring, 1977

Table XXVII

(cont.)

District	Name of Publication	Method of Dissemination
Western Line	Title I Elementary Secondary Education Act	Brochure; May, 1977
Yazoo City Separate School District	Title I Educational Hexagon	Brochure; June, 1977

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Epilogue

The Title I, ESEA office of the State Department of Education, Jackson, Mississippi, acts as a contractor for Federal monies funded by Title I Public Law 89-10, Elementary Secondary Education Act as amended by Public Law 89-750, and in turn funds Migrant Education projects to qualified school districts in the State. These projects provide education, health and supportive services to migrant children.

The Bureau of Educational Research, University of Mississippi, served again this year as the outside evaluator for the state-wide program. The evaluation covered sixteen migrant projects during the 1976-77 academic year and six projects during the Summer, 1977 (See complete summer evaluation following this report).

Each of the sixteen projects was administered by a migrant or Title I coordinator at the local educational level (LEA). The school districts, at the recommendation of the coordinator, hired teacher/tutors, teacher aides,

office staff, attendance counselors, home visitors, social workers and health personnel as dictated by size, scope and function of the respective program.

Three of the sixteen projects were new this year and operated for only second semester, 1977. They were Jones, Benton and Quitman Counties. Four of the projects were cooperatives in which two or more school districts combined efforts for programs. They were the Hancock-Harrison Cooperative, Jackson County Cooperative, Yazoo County-Holly Bluff Cooperative and Scott County Cooperative Program.

Fourteen of the projects provided educational programs to migrant students, Clarksdale Municipal Separate and Sharkey-Issaquena being the exceptions. All sixteen programs provided health and supportive services. The teacher/tutorial programs provided curricular emphases in reading, mathematics, language arts, speech (three projects), special education (one project), art (one project) and pre-school (three projects). The pre-school projects were in Leflore County, Humphreys County and the Hancock-Harrison Cooperative.

Summary

During academic year 1976-77, the state of Mississippi served 4,811 migrant students age 5-20

in educational and/or supportive services. A total of 6,051 migrants, age zero to twenty, were on the rolls of MSRTS for the same period. Of this number, 3,219 received some type of special, instructional (teacher/tutorial) training. This was an increase of 938 students receiving such services over the previous year. This represented an increase of 12 percent over last year (from 55 percent to 67 percent) for those enrolled in school and receiving instruction.

In the area of health care services, 3,021 students received screenings for visual imparities, 538 received immunizations and 1,242 children received complete physical examinations. In the area of supportive services 3,835 home visits were made by the migrant clerks for attendance counseling, 1,720 visits for documentation purposes while 1,338 children received toothbrushes and toothpaste. In addition, 1,182 children received books to be used and kept in their homes, and 1,119 children and/or parents were transported by migrant personnel.

In comparison to similar services rendered in the previous year, the percentage of children receiving health related services was down 15 percent from 78 percent to 63 percent and the percentage of home visits for the purpose of attendance counseling increased by 18 percent, up from 61 percent to 79 percent.

Without respect to the type of instrument used for measuring achievement, the area of cognitive development increased significantly overall for six of the thirteen districts. Ten of the thirteen school districts had significant gains in reading for one-half or more of their grade levels tested. Of the twelve districts submitting scores for mathematics, eight showed significant gains in one-half or more of their grade levels. Five projects had achievement test scores for language arts. Four of them had significant gains in one-half or more of their grade levels.

When post grade-equivalent scores were analyzed for eighth grade only, the mean reading grade-equivalent score was 5.8 and mathematics was 6.7. Both of these are increases over the previous year, reading up from 5.3 years and mathematics up from 6.5 years.

The affective data compared three groups of students: migrant; Title I, non-migrants; and regular (those being neither migrant nor Title I). These students were randomly selected from fourth grade classes in eleven projects and the Piers-Harris Self-Concept Scale used for data collection. In only two of the eleven sites were migrant students shown to have lesser self-concepts

than either Title I or regular students. This supports the findings of 1975-76 among fifth grade students that migrant student self-concept compares favorably with school peers.

The attitude data from teachers, administrators and staff were collected only from the three newest projects. These data were very positive toward their programs, however some very constructive comments were offered by persons in the respective personnel areas.

The cost analyses were comparative to a year ago in that some projects provide more services for their students than do others for comparable amount of funds expended. Most of these costs are found in administration costs where some districts provide more services with less personnel. It is important to note, however, that using Title I nurses who already have too large a case load, does not contribute to an efficient cost analysis for health services. Migrant nurses or migrant health aides in some districts would provide greater health care services to a larger number of children and probably would not be more expensive, per student, when the Title I nurse is allowed to provide more services to more Title I students. This is supported by the fact that the percent of migrant students receiving health related services was down 15 percent from last year.

Data concerning in-service for faculty and staff as well as the type and amount of dissemination of materials and information were collected for the second year. A comparison to last year shows a substantial increase for both components.

Conclusions and Recommendations

The following conclusions and recommendations are made based upon this evaluation:

- 1) Mr. Frank Drummonds and his staff are to be commended for their effort and guidance in establishing, directing and overseeing the state migrant projects. Dr. A. J. Comfort, Jr., Director of the Title I, ESEA program for the state has recognized the need for these programs and has responded affirmatively. He is to be commended and encouraged to continue his untiring efforts.
- 2) The LEA administration and staff continue to show able leadership in their roles as project directors, teacher/tutors, migrant clerks and attendance counselors. In many districts, however, the migrant project serves as the first experience and thus the training ground for persons working with disadvantaged children. It is recommended that additional funds be allocated to provide in-service training, especially for teachers, aides and attendance workers, in the area of working with disadvantaged children.
- 3) It is recommended that the local project director seek additional ways of utilizing funds and staff to serve a larger percentage of migrant students in his/her district. This is not to advocate a larger teacher-student ratio but to provide additional health and supportive services to a larger number of children.

- 4) The increase in mean grade equivalent scores for reading and mathematics was commendable. Project directors should not lose sight, however, that these scores are still substantially below average for eighth grade students. Each project should seriously consider how to provide more effective cognitive experiences in the areas of reading and mathematics.
- 5) Although migrant fourth grade students had self-concepts similar to Title I and regular students, it seems apparent that additional efforts need to be made to provide affective experiences for all migrant children. Because of the social and economic background of most of these children, teachers need to be especially aware of their affective needs.
- 6) In the area of health service needs, it is highly recommended that additional migrant (as opposed to Title I) health personnel be considered for next year's projects. More migrant children need to be reached by professional or para-professional health personnel.
- 7) Finally, with the increasing research evidence that early childhood and pre-school experiences enhance the cognitive development of children in elementary school, it is recommended that the migrant programs in Mississippi continue to expand and include pre-school programs as a part of their offerings.

APPENDIX

Name: _____

School: _____

HOW I FEEL ABOUT MYSELF

Here are a set of statements. Circle Yes if the statement tells how you feel about yourself most of the time. Circle No if the statement does not tell how you feel. Answer every question even if some are hard to decide, but do not circle both Yes and No on the same statement. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you truthfully feel most of the time.

- | | | |
|--|-----|----|
| 1. My classmates make fun of me. | YES | NO |
| 2. It is hard for me to make friends. | YES | NO |
| 3. I am smart. | YES | NO |
| 4. I get nervous when the teacher calls on me. | YES | NO |
| 5. When I grow up I will be an important person. | YES | NO |
| 6. I am not popular. | YES | NO |
| 7. I am well behaved in school. | YES | NO |
| 8. I have good ideas. | YES | NO |
| 9. I am an important member of my family. | YES | NO |
| 10. I am good in my schoolwork. | YES | NO |
| 11. I am an important member of my class. | YES | NO |
| 12. I can give a good report in front of the class. | YES | NO |
| 13. My friends like my ideas. | YES | NO |
| 14. I feel left out of things. | YES | NO |
| 15. I often volunteer in school. | YES | NO |
| 16. I am among the last to be chosen for games. | YES | NO |
| 17. My classmates in school think I have good ideas. | YES | NO |
| 18. I am slow in finishing my schoolwork. | YES | NO |
| 19. I have many friends. | YES | NO |
| 20. I am dumb about most things. | YES | NO |
| 21. I am popular with boys. | YES | NO |
| 22. People pick on me. | YES | NO |
| 23. I forget what I learn. | YES | NO |
| 24. I am popular with girls. | YES | NO |
| 25. I am a good reader. | YES | NO |
| 26. I am different from other people. | YES | NO |

PRINCIPALS' QUESTIONNAIRE

Please fill in the blank or check the answer that indicates your preference.

1. School District: _____
2. A. Total number of years in field of education

_____ 1-3 years	_____ 11-15 years
_____ 4-6 years	_____ 16-20 years
_____ 7-10 years	_____ more than 20 years

B. Total number of years as an administrator/principal.

_____ 1-3 years	_____ 11-15 years
_____ 4-6 years	_____ 16-20 years
_____ 7-10 years	_____ more than 20 years
3. Total number of years in present position.

_____ 1-3 years	_____ 11-15 years
_____ 4-6 years	_____ 16-20 years
_____ 7-10 years	_____ more than 20 years
4. Total number of years in working with migrants.

_____ less than 1 year
_____ 1-3 years
_____ 4-8 years
5. How often do you evaluate migrant teachers?

_____ Never
_____ Once a year
_____ Twice a year
_____ More than twice a year
6. Do you have a satisfactory working relationship with the migrant coordinator?

_____ yes
_____ no
7. Do you have any input in the selection of materials used in teaching migrant children?

_____ yes
_____ no
8. Do you have bilingual migrant students in your school?

_____ yes
_____ no

9. Do you have any direct contact with migrant parents?

_____ yes
_____ no

If yes, explain _____

10. Do you provide any special instructional services other than tutorial services for migrant children funded under the migrant program?

_____ yes
_____ no

If yes, explain _____

11. What suggestions can you make to improve the migrant educational program?

FORM FOR MIGRANT COORDINATOR

1. Please list all migrant education staff positions under your supervision. (Do not include teachers.) See attachment #1.
2. Describe the type and length of migrant education programs conducted for pre-service, in-service, and post-service. (Include any meetings where all district migrant personnel were present.)
3. What educational experiences were provided solely for migrant children? (Tutors, field trips, etc.)
4. How many migrant children in your district are not included in Title I funding?
5. Do you have specific program goals or objectives other than those issued at the national or at the state level? YES NO If yes, please list.
6. Are any attempts made to improve the migrant child's self-concept as a part of the migrant education program? YES NO If yes, explain.
7. Is any vocational training provided for migrant children of high school age? YES NO If yes, explain.
8. Please list any special community projects in the migrant education program. (free clothing, etc.)
9. How could community involvement and rapport be improved?

10. What dissemination efforts to the community are made regarding the migrant education program?
11. Do migrant parents participate in the migrant education program? YES NO If yes, explain.
12. List the objectives that the district migrant education program has met in 1976-77.
13. Describe any problem area in migrant education in your district, in your state, or nationwide.
14. Describe any innovative curriculum project(s) that migrant children participated in this year. (This may include Title I projects.)
15. Describe any migrant education project(s) that were tried in your district but which you found to be unsuccessful.
16. The training of all personnel associated with migrant education in my program was:
- Excellent Above Average Average Below Average Poor
17. How would you rate curriculum materials used in migrant children education in your program?
- Excellent Above Average Average Below Average Poor

COMMENTS:

18. How would you rate diagnostic instruments used in migrant children education in your program?

Excellent Above Average Average Below Average Poor

COMMENTS:

19. How would you rate your community's involvement in migrant education?

Excellent Above Average Average Below Average Poor

COMMENTS:

20. Are there any work-study programs provided for migrant children of high school age? YES NO
If yes, please explain.

21. Did crop conditions influence enrollment in the migrant education program in 1976-77? YES NO
If yes, please explain.

22. Were any day-care centers in operation for children of migrant workers? YES NO If yes, please explain.

23. City _____ 24. School _____

25. Name _____ 26. Sex ____ 27. Race ____

28. Years experience in present position _____

29. Previous experience related to present position _____

30. Type of migrant training received specifically for position held:

(a) Workshop _____

(d) Specific courses in
how to work with
migrant children

(b) Seminar _____

(c) In-service training _____

(e) None _____

31. Where migrant training was received:

(a) Workshop _____

(b) Seminar _____

(c) Special training _____

(d) Other _____

MIGRANT CLERKS' QUESTIONNAIRE

Please fill in the blank or check the answer that indicates your preference.

1. School District: _____
2. Total number of years in this position (check one)
____ less than 1 year
____ 1-3 years
____ 4-8 years
3. What did you do prior to accepting this position?

4. How long do you wait before receiving information you request from the terminal?
____ less than one week
____ one-two weeks
____ three or more weeks
5. How would you rate communications with the terminal?
____ unsatisfactory
____ adequate
____ very good

If unsatisfactory, what do you consider to be the main problem? _____

6. How would you rate the overall performance of the terminal?
____ poor
____ average
____ good
____ superior
7. Please list the number of school age migrant children who have never been enrolled in school and were enrolled as a result of attendance counseling. _____

8. Please list the number of school age children who dropped out of school and were reenrolled as a result of attendance counseling.

9. What suggestions would you make to improve the migrant program?

TEACHERS' AND TEACHERS' AIDES QUESTIONNAIRE

Please fill in the blanks or check your preference when a yes or no response is requested.

1. School District: _____
2. What is your position?
____ Teacher
____ Teachers' aide
3. Total number of years teaching experience:
____ 1-3 years ____ 11-15 years
____ 4-6 years ____ 16-20 years
____ 7-10 years ____ more than 20 years
4. Total number of years teaching migrants:
____ less than 1 year
____ 1-3 years
____ 4-8 years
5. An adequate amount of materials, supplies and equipment are available to meet the needs of your class?
____ yes
____ no
6. Are you provided with a special classroom in which to tutor migrant children?
____ yes
____ no (If no, where do you teach?) _____
7. Do you have easy access to the records of migrant children?
____ yes
____ no
8. The materials used in teaching migrant children are: (check one)
____ A. Different from materials used to teach other children.
____ B. Similar to materials used to teach other children.
____ C. Identical to materials used to teach other children.

9. How many teacher aides do you have? _____
10. How many teacher aides do you need? _____
11. Whom do you consult most for assistance with migrant children for educational needs? (check one)

_____ A. Principal
_____ B. Supervisor
_____ C. Migrant Coordinator
_____ D. Department Chairman
_____ E. Other (specify) _____

12. Do you have much communication with the Migrant Coordinator?

_____ yes
_____ no

13. Are migrant children provided with any vicarious experiences in which other children do not participate?

_____ yes
_____ no

A. Were any new or innovative projects tried in your district this year which you found to be unsuccessful?

14. A. What percentage of migrant pupils' parents have you met?

_____ less than 10%
_____ 11%-25%
_____ 26%-50%
_____ 51%-75%
_____ 76%-100%

B. Have you visited any of your migrant pupils' homes?

_____ no
_____ yes, a few
_____ yes, a lot

15. In your opinion, do the parents mainly think of the teachers as "on their side" or as adversaries? (check one)

_____ mostly on their side
_____ mostly as adversaries
_____ no chance to observe

16. Indicate whether or not you have obtained professional training in the following areas: (check on on each item)

	Yes	No
A. Teaching the culturally deprived	_____	_____
B. Teaching the slow learners	_____	_____
C. Teaching gifted children	_____	_____
D. Teaching children with learning disabilities	_____	_____
E. Teaching migrant children	_____	_____

17. A. Did you receive any inservice training in migrant education?

_____ yes
_____ no

- B. If yes, was this training adequate?

_____ yes
_____ no

- C. Where did you receive this training? _____

- D. Who was the instructor? _____

18. Suggestions for improving the migrant program.

NURSES AND NURSES' AIDES QUESTIONNAIRE

Please fill in the blanks or check the answer that indicates your preference.

1. School District: _____
2. Official Title
☐ Title I nurse
☐ Migrant nurse
☐ Nurses' aide
☐ Migrant nurses' aide
3. Total number of years in health care profession.

☐ 1-3 years	☐ 11-15 years
☐ 4-6 years	☐ 16-20 years
☐ 7-10 years	☐ more than 20 years
4. Total number of years in present position.
☐ less than 1 year
☐ 1-3 years
☐ 4 or more years
5. Is the health form for use on the terminal adequate?
☐ yes
☐ no

If no, please indicate how it could be improved.

6. Do you keep or have access to a file of agencies where you can refer students needing treatment?
☐ yes
☐ no
7. Please list in order the five (5) most prevalent ailments and/or injuries found in migrant children.
1. _____
2. _____

3. _____

4. _____

5. _____

8. What percentage of migrant pupil homes have you visited?

_____ less than 10%

_____ 11%-25%

_____ 26%-50%

_____ 51%-75%

_____ 76%-100%

9. List any suggestions you have for improving the migrant education program.

HOME VISITORS' QUESTIONNAIRE

Please fill in the blank or check your preferred answer.

1. School District: _____

2. Were you employed in the field of education prior to accepting this position?

_____yes
_____no

If yes, what was your position? _____

3. Do you currently serve in a position in your school district other than this one?

_____yes
_____no

If yes, what position: _____

4. Total number of years in present position

_____less than 1 year
_____1-3 years
_____4-8 years

5. What are the main purposes of the home visits that you make?

A. _____

B. _____

C. _____

6. Was your training adequate for your present position?

_____yes
_____no

7. Are parents receptive to home visits?

_____yes
_____no

8. Are adequate funds available to conduct the home visitation program in an effective manner?

_____yes
_____no

9. A. Are your referrals adequately followed up?
- _____yes
_____no
- B. To whom do you report? _____
10. Please list in order the main causes of migrant student absences.
- A. _____
- B. _____
- C. _____
11. Please list any suggestions you have for improving the migrant education program.
- _____
- _____
- _____
12. Please list the total number of home visits you made for documentation purposes only: _____
13. Please list the total number of home visits you made for attendance counseling purposes: _____

IN SERVICE TRAINING AND DISSEMINATION

I.A. In Service Training

Please list the names of all personnel in your district who received any specific in-service training in migrant education. Also in the appropriate space indicate their position, the location of the in-service training session, the main instructor and the main purpose of the session.

Names of those
attending

Position

Location

--	--	--

Instructor

Purpose

Dates of Meetings

--	--	--

B. Do you hold monthly or bi-monthly meetings for migrant personnel in your district?

_____ yes
_____ no

If yes, how many meetings have you held this year?

C. Please list the names and positions of migrant personnel in your district who have attended State, Regional, or National Migrant Education Meetings.

Name	Position	Title of Meeting	Location of Meeting	Dates

II. Dissemination

Please list all dissemination efforts made by your district. Include all publications, newspaper articles (include name of paper) lectures or presentations for civic groups and their dates.

Publications:

Title	Author and/or Editor	Date

Newspaper Articles:

Title	Name of Paper	Date

Lectures or Presentations:

Location or name of civic group

Date

--	--

MIGRANT REPORT

Summer, 1977

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CHAPTER I

SUMMER PROGRAMS

Six migrant programs provided summer sessions for migrant students. All six school districts, Greenwood Separate, Holmes County, Humphreys County, Leflore County, Scott County, and Western Line Consolidated, provided educational and/or enrichment programs.

Chapter I describes each individual program and succeeding chapters present affective data, cognitive data, program cost analyses, and a summary.

Greenwood Separate School District

A summer school program was provided in the Greenwood Separate School District for approximately 105 migrant students in grades K-8.

Primary educational emphasis was placed on reading and math. An outdoor educational program centered on activities related to language development, science, math, and reading. This innovative program also included field trips and special activities designed to help students achieve an understanding of the relationship between man and his environment.

Pre-school students received help in basic academic skills and participated in other educational activities such as field trips. Other emphases of the Greenwood summer program were physical growth and development through recreational games and activities and/or arts and crafts programs.

Special education was provided for students with learning problems and health care was provided for all students. Ms. Ernestine Poindexter was the program director.

Holmes County School District

The summer migrant program in Holmes County served 134 students in grades 1-12. The main emphasis was placed on improvement in reading, mathematics, and language. However, help was provided in any area of need, such as science and social studies. All subjects were taught using individualized methods and materials.

Art, music, and recreation were also available to migrant students. The Give-A-Way Home Library was used to place paperback books and one dictionary in each migrant home. Mr. Walter Smith directed the program.

Humphreys County School District

Humphreys County conducted a summer school program serving 148 migrant students in grades K-8.

Formal instruction was offered in the areas of reading, math, social studies, personal hygiene, science,

art, music, and language arts. Speech therapy was available to those students with speech problems.

A recreation program was offered to students in order to encourage physical development and the worthy use of leisure time. "A Give-A-Way" home library was available to stimulate an interest in reading.

Health care was provided by a migrant nurse's aide.

Vera Cooper directed the Humphreys County summer program .

Leflore County School District

Leflore County offered a summer school program to approximately 250 migrant students in grades K-12. Summer classes were held at Amanda Elzy School, Leflore County Attendance Center, and T. Y. Fleming School. Thirty teachers and thirteen teacher aides were employed for instructional services.

The pre-school program provided the children with a favorable attitude toward learning and the school environment. The program was designed to contribute to the childrens' social, intellectual, physical, and emotional growth.

The emphasis of the Leflore summer program was on the development of academic skills and on cultural, social, and personal growth within an instructional

framework. Instructional services were offered in the following areas: remedial reading, remedial math, music, art, industrial arts, home economics, physical education, cultural enrichment, and environmental science/energy conservation.

Supportive services were offered to migrant students in the areas of attendance services, guidance counseling, and health services. The summer program employed four attendance counselors, three guidance counselors, and three nurse's aides. Three librarians were also employed to provide instruction to migrant students concerning the use and availability of library materials. Mr. David Powe was the program director.

Scott County Cooperative Program

Scott County Cooperative held a six week summer school program which served 194 migrant students in grades K-9.

Students were tutored in reading and mathematics. Speech therapy was available to those students with speech problems. A physical education program was offered, including games and activities related to physical development and personal hygiene.

A collection of library books was made available to migrant students accordingly. Each child was given a book to take home and keep, in hopes of encouraging

students to practice reading skills outside the school setting.

Supportive services included clothing and shoes for needy students.

Mr. Bob Tom Johnson directed the Scott County summer program.

Western Line Consolidated School District

Western Line Consolidated School District provided a 4-week summer program serving 92 migrant students in grades 2-8.

Students received formal instruction in reading and math. Students in O'Bannon school had access to a computer assisted instructional program. Students were also instructed in arts and crafts. Transportation to school was provided by migrant funding.

Wayne Tullos was the director of Western Line's summer program.

CHAPTER II

AFFECTIVE DATA ANALYSIS

Educational research has shown that affective variables may be related to academic performance. Therefore, these variables, such as self-concept, should be monitored in the evaluation of special educational programs. Measurement of affective variables for the summer programs was accomplished by the use of "The Florida Key: Elementary Form," "The Florida Key: Secondary Form," and the "Pupil Observation Checklist."

The Florida Key is an instrument used to infer "learner self-concept" of students. It was completed by teachers near the end of the summer school session, allowing them time to observe students in the classroom or learning environment. The scores can range from 0 to 90, with a median of 45. A group median of 45 or above is acceptable, and median scores above 60 indicate a very positive "learner self-concept."

The Pupil Observation Checklist is an instrument which solicits responses from teachers concerning the "Academic Development" and the "Social and Emotional

Development" of students. This checklist was adapted from a similar instrument developed by Ms. Ernestine Poindexter, Coordinator of the Greenwood Migrant Education Program.

The Pupil Observation Checklist has seven items under Academic Development and five items under Social and Emotional Development. Each item is measured on a five-point Likert Scale. The Scale ranges from 1 (very poor) to 5 (very good). Scores can range from 12 to 60 with the median falling at 36. Any group median above 36 is considered acceptable and scores of 48 or above indicate strong academic and emotional development.

Affective data were collected only in those school districts having instructional summer programs. These results are presented by school districts on the following pages.

Greenwood Municipal Separate School District

The Florida Key was completed by teachers at levels pre-school through eight, including special education. The median score for each grade is listed in Table I.

Table I

Results from the Florida Key for
Greenwood Municipal Separate School District

Grade Level	Median Score	Range Below Median	Range Above Median
Pre-School	75	34-73	76-78
1	68	61-66	69-75
2	54	36-49	56-85
3	78	51-77	85-90
4	66	51-64	68-77
5	72	28-69	77-78
6	75	41-66	76-89
7	56	42-55	57-60
8	55	40-53	57-70
Sp. Ed.	32.5	13-32	33-67

Table I shows that nine out of ten grades had medians above the median norm for the Florida Key. Of these nine, six had very high group medians, (above 60) indicating very positive learner self-concepts.

The Pupil Observation Checklist data were obtained at the same grade levels as the Florida Key. The median score given for each grade is given in Table II.

Table II

Results from the Pupil Observation Checklist for
Greenwood Municipal Separate School District

Grade Level	Median Scores
Pre-School	40
1	42
2	36
3	47
4	42
5	36
6	39
7	31
8	35.5
Sp. Ed.	33.5

Data presented in Table II indicates that seven out of ten grades had group medians equal to or greater than the median norm for the Pupil Observation Checklist. The other three grades had medians no more than 2.5 points below that for the checklist.

Holmes County School District

The Florida Key was completed by teachers in grades one through ten, including special education. The median score for each grade is listed in Table III.

Table III

Results from the Florida Key for
Holmes County School District

Grade Level	Median Score	Range Below Median	Range Above Median
1	57	25-54	58-77
2	49	34-47	57-78
3	60	36-57	63-79
4	62	40-54	68-79
5	73	56-67	74-88
6	72.5	59-72	73-87
7	65	38-63	66-86
8*	80		
9	55	38	72-79
10	74	52-56	81-82
Sp. Ed.	45	21-27	46-51

*There were only three students in grade eight.

Data presented in Table III indicates that all grades had median scores equal to or greater than the median norm for the Florida Key. Seven grade levels had very high group medians (above 60), indicating very positive learner self-concepts.

The Pupil Observation Checklist was obtained in grades one through ten, including special education. The median score for each grade is shown in Table IV.

Table IV

Results from the Pupil Observation Checklist for
Holmes County School District

Grade Level	Median Scores
1	42.5
2	41
3	46.5
4	49
5	47
6	47
7	44
8	54
9	37.5
10	45
Sp. Ed.	31

As indicated by Table IV, ten of eleven grade levels had group medians above the median for the Checklist. Two grades had very high medians (equal to or above 48), indicating strong academic and emotional development.

Humphreys County School District

The Florida Key was completed by teachers in grades K through eight. The median score for each grade is shown in Table V.

Table V

Results from the Florida Key for
Humphreys County School District

Grade Level	Median Score	Range Below Median	Range Above Median
K	56	31-54	57-81
1	35	20-34	36-60
2	83	31-81	85-90
3	69	54-64	72-90
4	54	23-48	57-90
5	67.5	21-66	69-87
6	63	38-54	66-86
7	36.5	16-32	41-67
8	47	26-28	57-63

Table V shows that seven grade levels attained group medians above the median for the Florida Key. Four grades had medians above 60, indicating very positive learner self-concepts.

The Pupil Observation Checklist was obtained in the same grades as the Florida Key. The median score for each grade is presented in Table VI.

Table VI

Results from the Pupil Observation Checklist for
Humphreys County School District

Grade Level	Median Score
K	37
1	32
2	49
3	36
4	36
5	41
6	41
7	31.5
8	34

As indicated by Table VI, six out of nine grade levels obtained group medians equal to or greater than the median for the Checklist.

Leflore County School District

The Florida Key was completed by teachers in grades pre-school through nine, including special education. The median score for each grade is listed in Table VII.

Table VII
Results from the Florida Key for
Leflore County School District

Grade Level	Median Score	Range Below Median	Range Above Median
Pre-School	62	41-61	63-81
1	51.5	22-50	53-85
2	67	36-66	70-90
3	62	35-61	64-90
4	52.5	25-50	55-90
5	63	22-62	64-90
6	72	30-67	76-90
7	68	51-65	69-90
8	72	15-70	87-89
9	77	35-70	83-97
Sp. Ed.	29	13-28	30-100

Data presented in Table VII indicate that ten grade levels attained median scores above that for the Florida Key. Of these ten, eight had medians above 60, indicating very positive learner self-concept.

The Pupil Observation Checklist was also obtained at levels pre-school through nine, including special education. The median score for each grade is presented in Table VIII.

Table VIII

Results from the Pupil Observation Checklist for
Leflore County School District

Grade Level	Median Score
Pre-School	37
1	40.5
2	36
3	42
4	36
5	40
6	45
7	36
8	36
9	41
Sp. Ed.	29

Table VIII shows that ten grade levels attained group medians equal to or above the median for the Checklist.

Scott County Cooperative

The Florida Key was completed by teachers at pre-school through seventh grade levels and ninth grade. The median score for each grade level is shown in Table IX.

Table IX
Results from the Florida Key for
Scott County Cooperative

Grade Level	Median Score	Range Below Median	Range Above Median
Pre-School	47	21-43	54-73
1	63.5	22-62	65-89
2	66	39-65	67-88
3	61	35-60	70-90
4	81	59-80	82-88
5	67	37-66	68-90
6	58	30-57	61-86
7	74	59-70	76-81
9	91.5	88-90	93-95

Data presented in the above table indicate that all grade levels attained medians greater than the median norm for the Florida Key. Seven grade levels had medians above 60, indicating very positive learner self-concept.

The Pupil Observation Checklist data were also obtained at the same grade levels as the Florida Key. The median score given for each grade is given in Table X.

Table X
Results from the Pupil Observation Checklist for
Scott County Cooperative

Grade Level	Median Score
Pre-School	42
1	36
2	36
3	36.5
4	50
5	43.5
6	38
7	42.5
9	53

Table X shows that all grade levels attained group medians equal to or above the median for the Checklist. Two grade levels had very high medians (above 48), indicating strong academic and emotional development.

Western Line Consolidated School District

The Florida Key was completed by teachers in grades one through seven, including special education. The median score for each grade is presented in Table XI.

Table XI

Results from the Florida Key for
Western Line Consolidated School District

Grade Level	Median Score	Range Below Median	Range Above Median
1*	68		
2	57.5	56-57	58-78
3	67	57-66	69-76
4	77	64	69
5	80.5	74-78	83-85
6	68.5	40-68	69-89
7	69	47-68	76-89
Sp. Ed.	66.5	45-65	68-82

*Only three students in 1st grade

Data presented in the above table indicate that all grades had group medians greater than the median norm for the Florida Key. Seven grade levels had medians above 60, indicating a very positive learner self-concept.

The Pupil Observation Checklist data were also obtained in grades one through seven, including special education. The median score for each grade is given in Table XII.

Table XII

Results from the Pupil Observation Checklist for
Western Line Consolidated School District

Grade Level	Median Score
1	36
2	38
3	36
4	43.5
5	47.5
6	36
7	43
Sp. Ed.	44

Data shown above indicate that all grade levels
had group medians equal to or above the median for
the Checklist.

CHAPTER III

COGNITIVE DATA ANALYSIS

Achievement data from the California Achievement Test battery, the Science Research Associates Achievement Series, the Metropolitan Readiness Test and the Stanford Achievement Test were collected from the summer programs. For analysis purposes, test data were used from only those students having both a pre and post test score. In many cases this reduced the number of students on whom data were available. However, this was the only reasonable method of obtaining an accurate measure of pre to post gain. The correlated t-test was employed to test for a significant pre to post gain.

Each school district conducting an instructional summer program had the option of submitting achievement test data for the summer program. Four of the six districts having instructional programs in summer school gave achievement tests to their summer school students.

The cognitive achievement data are found in Table XIII. The mean grade equivalent score for each

grade level in each school system is presented. The pre-test mean, post-test mean, difference between pre and post (gain or loss), and whether the difference is statistically significant is also reported. The achievement test battery utilized by the school district is given in the left-hand column under the name of the district. It should be emphasized that there can be a statistically significant gain for a particular district and that same numerical gain would not be statistically significant in another grade level or school.

Greenwood Municipal Separate School District

The California Achievement Test battery (CAT) was used in this school district. Grade equivalent scores for reading, mathematics, and language arts in grades 2-8 are presented in Table XIII. Numerical gains were made in all seven grade levels in reading, in six grade levels in mathematics, and in six grade levels in language arts. Three of the grade levels in reading had statistical gains. There were no statistical gains in mathematics or language arts.

Humphreys County School District

Table XIII indicates the grade equivalent scores for reading and mathematics in grades 1-8.

7
Numerical gains were made in four of the eight grade levels in reading and in two of the eight grade levels in mathematics. One statistical gain was made in mathematics for the school district.

Leflore County School District

Grade equivalent scores are presented in Table XIII for reading, mathematics, and language arts in grades 2-11 and special education. In reading, ten of the eleven grade levels had numerical gains. Ten of eleven had numerical gains in mathematics. Nine of the ten grade levels had numerical gains in language arts. Statistical gains were made in five grade levels in reading, in five grade levels in mathematics, and in six grade levels in language arts.

Scott County Cooperative
School District

Table XIII indicates the grade equivalent scores for reading and mathematics in grades pre-school through nine. Numerical gains were obtained in five of ten grade levels in reading and in seven of nine grade levels in mathematics. Statistical gains were obtained in one grade level in reading.

Table XIII

Cognitive Achievement Data by
School District and Grade Level

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Greenwood Municipal Separate School District Test: California Achievement Test	2	10	10	10	1.76	1.85	+.09	2.39	2.46	.07	1.85	1.91	+.06
	3	12	12	12	2.17	2.48	+.31*	3.04	3.18	+.14	3.00	3.13	+.13
	4	13	13	13	2.72	3.02	+.30	3.19	3.15	-.04	2.89	3.08	+.19
	5	7	7	7	3.47	4.06	+.59*	4.34	4.48	+.14	4.37	4.59	+.22
	6	11	11	8	3.61	3.85	+.24	4.18	4.74	+.56	3.75	3.95	+.20
	7	5	5	3	3.52	3.96	+.44	5.18	6.10	+.92	6.27	6.67	+.40
	8	7	7	7	5.14	6.16	+1.02*	5.93	6.04	+.11	5.20	4.91	-.29

* significant at $p \leq .05$

Table XIII

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Humphreys County Test: Science Research Associates (SRA) Achievement Tests	1	15	14		1.51	1.58	+0.07	1.92	1.89	-.03			
	2	16	17		2.68	2.76	+0.08	2.53	2.78	+0.25			
	3	14	13		2.81	2.73	-.08	2.99	2.96	-.03			
	4	7	7		5.10	4.64	-.46	5.14	4.64	-.50			
	5	5	6		3.02	3.00	-.02	3.15	3.65	+0.50*			
	6	5	5		3.76	3.76	0.00	4.76	4.14	-.62			
	7	5	5		4.14	4.70	+0.56	5.96	5.34	-.62			
	8	2	2		4.30	4.40	+0.10	6.85	5.80	-1.05			

*significant at $p \leq .05$

Table XIII

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Leflore County School District Test: California Achievement Test	2	22	22	22	1.46	2.46	+1.00**	1.38	2.64	+1.26**	1.45	2.55	+1.10**
	3	27	27	27	2.28	3.03	+.75**	2.29	3.39	+1.10**	2.17	3.47	+1.30**
	4	23	23	23	2.99	3.17	+.18	2.89	3.56	+.67**	3.25	3.43	+.14
	5	33	33	33	3.43	3.89	+.46**	3.76	4.42	+.66**	3.43	4.22	+.79**
	6	17	17	17	4.02	4.72	+.70**	4.35	5.88	+.53	4.65	5.08	+.43
	7	36	36	36	4.30	4.42	+.12	5.09	5.41	+.32	4.75	5.64	+.89**
	8	22	21	22	4.72	5.20	+.48	6.09	6.69	+.60*	4.96	5.91	+.95**
	9	17	17	17	5.25	5.89	+.64*	6.53	6.56	+.03	5.31	6.17	+.86*
	10	8	7	6	3.75	4.18	+.43	4.00	4.74	+.74	5.02	6.37	+1.35
	11	7	7	7	7.19	6.64	-.55	6.50	5.37	-.13	7.93	7.03	-.90
	Sp.Ed.	12	12		2.59	2.83	+.24	2.81	2.96	+.15			

*significant at $p \leq .05$ **significant at $p \leq .01$

Table XIII

(cont.)

District	Grade	R	M	LA	Reading			Mathematics			Language Arts		
					Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Scott County Cooperative School District Test: 1) Metropolitan Readiness Test (Pre-School) 2) Stanford Achievement Test (Grades 1-9)	Pre-S	7			4.31	5.14	+ .83*						
	1	18	18		1.59	1.76	+ .17	2.08	2.14	+ .06			
	2	16	16		2.17	2.26	+ .09	2.41	2.49	+ .08			
	3	9	8		2.54	2.53	- .01	3.07	3.10	+ .03			
	4	27	30		3.18	3.29	+ .11	3.14	3.42	+ .28			
	5	18	15		4.44	4.44	.00	4.51	4.82	+ .31			
	6	11	13		4.12	4.75	+ .63	4.54	4.72	+ .18			
	7	8	8		6.34	5.79	- 0.55	6.45	6.36	- .09			
	8	4	4		4.90	4.05	- .85	4.80	5.10	+ .30			
	9	3	3		4.77	4.00	- .77	5.97	5.40	- .57			

*significant at $p \leq .05$

Summary

This chapter presented analyses for cognitive achievement data in four of the six summer school programs. Holmes County School District and Western Line Consolidated School District did not conduct achievement testing for their summer school program.

Most of the summer programs showed numerical gains and a few statistical gains in the curricula areas. The Leflore County program had the most gains by grade level. Greenwood, Humphreys County, and Scott County programs had fewer.

CHAPTER IV
PROGRAM COST ANALYSES FOR
SUMMER, 1977

Six of the 16 programs operating during the academic year held summer programs for migrant children. A description of each of these programs was given in Chapter I of this summer school report.

The monies expended for these six programs, less the indirect costs, have been analyzed and categorized by function. The format used for this analysis is similar to that used for the regular program year.

Greenwood Municipal Separate School District

The summer school program in Greenwood emphasized reading and a program for special education children. Field trips and special activities were provided as part of the program. The total budget for the summer project was \$46,193.00. The cost per learning and service function was as follows:

Greenwood Municipal Separate School District

Categories	Reading	Special Education	Attendance	Health
Salaries	\$21,702.50	\$ 6,642.50	\$2,199.00	\$2,089.00
Fixed Charges	2,897.75	886.75	237.75	230.75
Instructional Supplies	1,009.50	259.50		
Travel	57.00	57.00	60.00	
Office Supplies	148.00	148.00		75.00
Maintenance	375.25	375.25	375.25	375.25
Transportation Services	871.50	871.50		
Food Preparation	271.00	271.00		
Testing	173.50	173.50		
Dissemination	11.00	11.00		
Welfare Services	150.00	150.00		
Tuition/ Admissions	1,519.00	1,519.00		
Totals	\$29,186.00	\$11,365.00	\$2,872.00	\$2,770.00

Holmes County School District

The summer migrant project in Holmes County provided educational services including art, music and recreation. A book distribution project was also implemented. The budget for this district project was \$32,831.00. The cost per function is shown on the following page.

Humphreys County School District

A comprehensive summer program was provided migrant students in Humphreys County. Several curriculums were taught as well as a recreation and book distribution program provided. The total budget for this project was \$53,215.58. The individual activity costs are presented on pages 32 and 33.

Holmes County School District

Categories	Reading	Mathematics	Language Arts	Music	Social Studies	Attendance
Salaries	\$2,628.80	\$2,628.80	\$2,628.80	\$2,628.80	\$2,628.80	\$1,020.00
Fixed Charges	330.60	330.60	330.60	330.60	330.60	136.00
Instructional Supplies	700.00	700.00	700.00	700.00	700.00	
Clothing	120.00	120.00	120.00	120.00	120.00	
Travel	76.60	76.60	76.60	76.60	76.60	522.00
In-Service	60.00	60.00	60.00	60.00	60.00	
Office Supplies	260.00	260.00	260.00	260.00	260.00	600.00
Maintenance	720.00	720.00	720.00	720.00	720.00	
Transportation Services	1,054.60	1,054.60	1,054.60	1,054.60	1,054.60	
Testing	100.00	100.00	100.00	100.00	100.00	
Dissemination	60.00	60.00	60.00	60.00	60.00	
Totals	\$6,110.60	\$6,110.60	\$6,110.60	\$6,110.60	\$6,110.60	\$2,278.00

31

Humphreys County School District

Categories	Kindergarten	Reading	Mathematics	Social Studies	Science	Language Arts
Salaries	\$3,751.70	\$3,031.70	\$2,866.70	\$2,186.70	\$2,186.70	\$2,351.70
Fixed Charges	472.64	376.71	355.22	266.62	266.62	288.11
Instructional Supplies	1,299.13	2,139.11	1,547.50	1,403.86	1,395.85	1,619.02
Clothing	65.89	65.89	65.89	65.89	65.89	65.89
Office Supplies						
In-Service	28.30	28.30	28.30	28.30	28.30	28.30
Maintenance	140.09	140.09	140.09	140.09	140.09	140.09
Transportation	683.98	683.98	683.98	683.98	683.98	683.98
Food Preparation	114.01	114.01	114.01	114.01	114.01	114.01
Dissemination	26.20	26.20	26.20	26.20	26.20	26.20
Testing	10.39	10.39	10.39	10.39	10.39	10.39
Tuition	32.50	32.50	32.50	32.50	32.50	32.50
Totals	\$6,624.83	\$6,648.88	\$5,870.78	\$4,958.54	\$4,950.53	\$5,360.19

Humphreys County School District

(Continued)

Categories	Music	Recreation	Art	Speech	Health
Salaries	\$2,351.70	\$2,186.70	\$2,186.70	\$2,351.70	\$680.00
Fixed Charges	288.11	266.63	266.63	289.23	89.08
Instructional Supplies	566.75	1,132.65	1,063.17	648.73	
Clothing	65.89	65.89	65.89	65.89	
Office Supplies					28.61
In-Service	28.30	28.30	28.30	28.30	
Maintenance	140.09	140.09	140.09	140.09	
Transportation	683.98	683.98	683.98	683.98	
Food Preparation	114.01	114.01	114.01	114.01	
Dissemination	26.20	26.20	26.20	26.20	
Testing	10.39	10.39	10.39	10.39	
Tuition	32.50	32.50	32.50	32.50	
Totals	\$4,307.92	\$4,687.34	\$4,617.86	\$4,391.02	\$797.69

Leflore County School District

The largest and most comprehensive program offered migrants during the summer was in Leflore County. Approximately 250 children in grades K-12 were serviced via programs both educational and supportive in nature. Some 30 teachers, 13 aides, seven counselors, three nurses aides and three librarians participated in the project. The project expended \$104,346.75 with the individual analyses showing the expenditures on the following page.

Scott County Cooperative

Educational programs, supportive services including the provision of clothing and shoes and a book distribution program highlighted the Scott County Cooperative Program. Approximately 194 students were served with each participating in a recreational activity as well. The total budget for this project was \$60,156.00. The individual, categorical costs are shown on page 36.

Leflore County School District

Categories	Science	Physical Education	Remedial	Pre- School	Music	Art	Home Economics	Attendance Counseling	Health
Salaries	\$5,541.86	\$5,741.86	\$16,181.86	\$5,541.86	\$6,221.86	\$10,341.86	\$ 6,741.86	\$ 9,160.88	\$2,384.88
Fixed Charges	689.22	838.38	2,011.77	689.22	773.74	1,285.86	838.38	1,138.70	296.44
Instructional Supplies	366.33	1,147.81	6,238.41	994.21	713.30	2,858.21	1,926.09		
Travel				114.20			51.12	425.40	212.76
Purchased Services									1,286.84
Maintenance	214.55	214.55	214.55	214.55	214.55	214.55	214.55	214.55	214.55
Transportation									
Services	1,232.34	1,232.34	1,232.34	1,232.34	1,232.34	1,232.34	1,232.34		
Testing	147.75	147.75	147.75	147.75	147.75	147.75	147.75		
Totals	\$8,192.05	\$9,322.69	\$26,026.68	\$8,934.13	\$9,303.54	\$16,080.57	\$11,152.09	\$10,939.53	\$4,395.47

Scott County Cooperative

Categories	Reading	Physical Education	Speech
Salaries	\$22,738.67	\$ 5,138.67	\$ 3,388.66
Fixed Charges	2,946.67	647.67	411.66
Food			
Preparation	1,215.00	1,215.00	1,214.00
Maintenance	731.00	730.00	730.00
Office Supplies	451.00	450.00	449.00
In-Service	25.00	25.00	25.00
Travel	34.00	34.00	33.00
Medical Services	74.00	73.00	73.00
Instructional			
Supplies	4,391.00	1,568.00	
Transportation			
Services	3,765.00	3,765.00	3,764.00
Totals	\$36,371.34	\$13,696.34	\$10,088.32

Western Line Consolidated School District

Approximately 92 students were served in a four-week summer program in the Western Line district. Reading was emphasized using a computer assisted instructional program. The total budget for this project was \$5,404.00. The cost per category is as follows:

Categories	Reading
Salaries	\$4,053.00
Fixed Charges	521.00
Instructional	
Supplies	169.00
Medical Services	177.00
Transportation	
Services	358.00
Food Preparation	126.00
Total	\$5,404.00

Summary of Program Expenditures

Table XIV shows a summary of summer migrant expenditures by school district for 1977. Six school districts participated in a summer migrant program for pre-school, elementary, and secondary migrant students.

Reading was the largest expenditure category with \$83,720.82. The total expenditures for the six summer migrant programs were \$302,146.33.

Table XIV

Summary of Summer Migrant Expenditures
by School District

District	Reading	Mathematics	Language Arts	Social Studies	Music	Special Education	Physical Education
Greenwood	\$29,186.00					\$11,365.00	
Holmes	6,110.60	\$ 6,110.60	\$ 6,110.60	\$ 6,110.60	\$ 6,110.60		
Humphreys	6,648.88	5,870.78	5,360.19	4,958.54	4,307.92		\$ 4,687.34
Leflore*					9,303.54	26,026.68	9,322.69
Scott	36,371.34						13,696.34
Western Line	5,404.00						
Totals	\$83,720.82	\$11,981.38	\$11,470.79	\$11,069.14	\$19,722.06	\$37,391.68	\$27,706.37

Table XIV
(Continued)

District	Pre-School	Art	Speech	Science	Attendance	Health	Total
Greenwood					\$ 2,872.00	\$2,770.00	\$ 46,193.00
Holmes					2,278.00		32,831.00
Humphreys	\$ 6,624.83	\$ 4,617.86	\$ 4,391.02	\$ 4,950.53		797.69	53,215.58
Leflore*	8,934.13	16,080.57		8,192.05	10,939.53	4,395.47	104,346.75
Scott			10,088.32				60,156.00
Western Line							5,404.00
Totals	\$15,558.96	\$20,698.43	\$14,479.34	\$13,142.58	\$16,089.53	\$7,963.16	\$302,146.33

*Leflore County spent \$11,152.09 for Home Economics

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Of the sixteen projects conducting programs during the regular 1976-77 school year, six chose to have summer school programs in 1977. The curricular and supportive services offered were varied and comprehensive. They included:

1. reading
2. mathematics
3. language arts
4. social studies
5. music
6. special education
7. physical education
8. pre-school
9. art
10. speech
11. science
12. attendance and
13. health

It was evident from test scores that some programs put more emphasis on cognitive and affective development than others. Two of the programs did not test their summer school students thus no comparison could be made with their programs.

The cost analyses showed a range of expenditures from \$5,404.00 in Western Line to \$104,346.75 in Leflore County. Reading was by far the most expensive

program with health services expending the least amount. The total expenditure for all summer programs, excluding indirect costs, was \$302,146.33.

As the same six school districts held programs this summer as did the past two summers, more districts should be encouraged to initiate summer programs.

Finally, this research once again urges that all migrant projects adopt the same cognitive test measures so as to gain a more systematic and comprehensive evaluation. These increases could be, and especially for short-term programs, criterion referenced measures.

A P P E N D I X

FLORIDA KEY: ELEMENTARY FORM

This scale is to assist you, the teacher in evaluating how the student perceives his or her "learner" self. Please select one of the following answers and record the number in the blank space.

VERY NEVER: 0	SELDOM: 1	ONCE IN AWHILE: 2	OCCASION- ALLY: 3	FAIRLY OFTEN: 4	VERY OFTEN: 5
------------------	-----------	----------------------	----------------------	--------------------	------------------

Name of Student to be Evaluated: _____ Teacher: _____ Date: _____

Sex _____ Grade (75-76) _____

Compared with other students his age, does this student:

1. get along with other students? _____
2. get along with the teachers? _____
3. keep calm when things go wrong? _____
4. say good things about his school? _____
5. tell the truth about his school work? _____

Relating _____

6. speak up for his own ideas? _____
7. offer to speak in front of the class? _____
8. offer to answer questions in class? _____
9. ask meaningful questions in class? _____
10. look people in the eye? _____
11. talk to others about his school work? _____
12. join in school activities? _____

Asserting _____

13. seek out new things to do in school on his own? _____
14. offer to do extra work in school? _____

Investing _____

15. finish his school work? _____
16. pay attention to class activities? _____
17. do his school work carefully? _____
18. read in class? _____

Coping _____

TOTAL _____

FLORIDA KEY: SECONDARY FORM

This scale is to assist you, the teacher, in evaluating how the student perceives his or her "learner" self. Please select one of the following answers and record the number in the blank space.

NEVER: 0 VERY SELDOM: 1 ONCE IN AWHILE: 2 OCCASION- ALLY: 3 FAIRLY OFTEN: 4 VERY OFTEN: 5

Name of Student to be Evaluated: _____ Teacher: _____ Date: _____

Sex _____ Grade (75-76) _____

Compared with other students his age, does this student:

1. get along with other students? _____
2. get along with the teachers? _____
3. keep calm when things go wrong? _____
4. say good things about his school? _____
5. tell the truth about his school work? _____

Relating

6. speak up for his own ideas? _____
7. offer to speak in front of the class? _____
8. offer to answer questions in class? _____
9. ask meaningful questions in class? _____
10. look people in the eye? _____
11. join in school activities? _____
12. talk to others about his school work? _____

Asserting

13. seek out new things to do in school on his own? _____
14. offer to do extra work in school? _____
15. write independently? _____

Investing

16. finish his school work? _____
17. pay attention to class activities? _____
18. do his school work with care? _____
19. exhibit goal-setting behavior? _____
20. recognize realistic limitations? _____

Coping

TOTAL _____

PUPIL OBSERVATION CHECKLIST
MIGRANT

Student _____ Teacher _____

	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD
Traits	1	2	3	4	5
<u>ACADEMIC DEVELOPMENT</u>					
Shows Initiative (initiates most of own activities, asks if there is work for him to do).					
Takes Pride in Work (is neat in his work, systematic).					
Participates Well in Group Work (cooperates with others, participates eagerly, offers assistance to others).					
Is Attentive in Class (concentrates on task, pays attention to teacher).					
Gives Best Effort (stays with task until completed, shows interest, enthusiasm).					
Shows Improved Academic Growth in Reading					
Shows Improved Academic Growth in Math					

PUPIL OBSERVATION CHECKLIST
MIGRANT
(continued)

Student _____ Teacher _____

	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD
Traits	1	2	3	4	5
<u>SOCIAL AND EMOTIONAL DEVELOPMENT</u>					
Gets Along Well With Others on a One to One Basis					
Respects Authority and School Regulations (obeys school rules).					
Possesses Positive Attitude Toward School (shows interest in school, gets along with students and teachers, willing to work).					
Shows Responsibility (depend- able, reliable, makes special effort to carry out responsi- bility).					
Has Self-Direction (has ambition, interest in things, events, and other people, works independently).					